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Lesson Plan for HyFlex Introduction to College Writing course

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Instructor's Name: Maureen Haggerty

English 111 Introduction to College Writing 4 hours 3 credits start time _____ a.m. to end time _____ p.m.

Semester: _____ 2022

Rationale for the HyFlex modality:

HyFlex courses could appeal to many students because of the different learning styles of students: visual learners, aural learners, physical learners, social learners, solo learners. This should bear itself out in the in-person, online-synchronous, and online-asynchronous modalities. Focusing on learning styles could help to improve student outcomes. Improved student outcomes could improve retention rates.

Specific details for students: This class is a HyFlex course. The meaning of HyFlex is that the content of the syllabus is offered via an in-class modality where students attend class in person; via a virtual modality where students attend class in real time but online; and via an online asynchronous modality, where students do not have to log in while class is in session, but will be required to complete the assignments by a deadline. Students have flexibility in that they are free to switch modalities at will. Please note on the syllabus where the content or the assignment may be slightly different in order to suit the modality, but the learning outcome will always be the same. The instructor will always be teaching from classroom: _____.

Week 1 (Lesson Plan 1)

Date: day of week, Month and day, 2022

Topic: Discussion of two TED Talk videos: "The Tethered Self: Technology Reinvents Intimacy and Solitude" by Sherry Turkle and "Lies our culture tells us about what matters and a better way to live" by David Brooks.

Suggested supplemental reading: "Intimacy for the Avoidant," an article by David Brooks

Suggested supplemental reading: Ch. 13 of *Language Awareness* text: Current Language Controversies: "The Tethered Self: Technology Reinvents Intimacy and Solitude" by Sherry Turkle. Pages 492 to 495.

Videos for today: David Brooks' TED Talk https://www.ted.com/talks/david_brooks_the_lies_our_culture_tells_us_about_what_matters_and_a_better_way_to_live and Sherry Turkle's TED Talk https://www.ted.com/talks/sherry_turkle_connected_but_alone

Technology: HyFlex set up in room _____; Blackboard and podium camera for article content; Zoom to connect with synchronous students; Blackboard page with content folder for this week – opened on main monitor.

Timing of each session: The time allocated for each part of the session is only an approximation. It may be modified in-real time, as the lesson progresses. This is just an estimate to account for the 4 hours 5 minutes of the full day's lesson.

Description: In this introductory class, students will discuss the general topic of language as viewed through the lens of social media. The discussion will lead into the positives and negatives of the different social media platforms and how usage of these platforms often leads to some of the negatives as discussed for our first topic. Tasks may be scaffolded with smaller discussions and writing assignments in preparation for formal assignments; better reading comprehension; more precise summaries; more sustained paraphrasing, writing full-length papers.

Learning Objectives:

1. Understand the basis behind the topic: main idea/focus/thesis; the research; the conclusion
2. Be able to discuss the TED Talk videos through any of the following: summary, paraphrase or be able to unpack the parts of the videos or be able to focus on one aspect of the video
3. Be able to converse around the videos and add anecdotal evidence as support

Agenda	Instruction for the three modalities		
	In-person	Synchronous online	Asynchronous online
	Class in-person: _____ a.m. to _____ p.m. (4 hours 5 minutes) Classroom: _____	Zoom class: _____ a.m. to _____ p.m. (4 hours and 5 minutes) Access class below: (Zoom link to be included)	Log onto Blackboard and under Content for our class page, find the weekly folder. Asynchronous students will have 72 hours from end of class on Friday to post classwork to Main Discussion Board (MDB).
Class 1: Welcome and introduction to the class (30 minutes)	Students are welcomed;	Students attending via	Students may choose to

	<p>students introduce themselves and speak a little about themselves; syllabus is read and discussed</p>	<p>Zoom will do the same as the in-person class; however, they are free to post their introductions to the running chat or to respond verbally.</p>	<p>watch recorded lesson, but I will ask each to either record their own introduction (audio or audio video) or post to the Main Discussion Board in Blackboard, a brief introduction of themselves. In the MDB, there is a place for Syllabus Q & A.</p>
<p>Topic is discussed (30 minutes)</p>	<p>Students, in-person, and those attending synchronously will discuss the topic: Technology and Intimacy/Solitude. Any remaining points not covered verbally or in the running chat will be carried over to next week's discussion.</p> <p>Students attending asynchronously will have access to the recording of the session as well as having access to Blackboard's Make this Page Talk function to read along after the chat is posted. (The Make This Page Talk function is already set-up to launch on Bb.)</p> <p>Students, in-person, are randomly assigned to small groups of 4-5 to answer a few brief discussion questions among themselves about the topic. One or two students in this group may be synchronous attendees.</p> <p>Synchronous students will assign themselves to groups of 4-5 in breakout rooms or I will do it. They will answer, in chat form or verbally, the few brief discussion questions about the topic. One or</p>		

	<p>two students from class may be assigned to work with the synchronous students.</p> <p>Asynchronous students will add their own response to the discussion questions to the MDB – already set up.</p> <p>For homework, synchronous, asynchronous and in-person students will have 72 hours from the end of class each Friday to respond to the posts of two students who attended in the other two modalities. 200-300 words minimum per post.</p>		
<p>Topic is discussed</p> <p>Questions for this chapter are on page 495</p> <p>(30 minutes)</p>	<p>In-person students will discuss the topic of technology and connection or addiction</p>	<p>Synchronous students will do the same in the chat or just responding aloud</p>	<p>Asynchronous students will post responses to the topic to the MDB before next class. Posts will be 200-300 words minimum.</p>
<p>Materials: TED Talk videos. These are also available on the Bb class page.</p>			
<p>Discussion of questions and answers about the topic</p> <p>(45 minutes)</p>	<p>Students in class and via Zoom will begin to discuss the topic through a Q & A session generated from questions posed about the topic. Synchronous students can email, post to chat or verbally participate.</p>		<p>In Blackboard, asynchronous students will post answers under Groups: their own DB, file exchange; journal; blog....</p>
<p>Quick poll about the first video</p> <p>(approx. 6 - 7 minutes)</p>	<p>In-person students will answer various yes/no; T/F or multiple choice questions about some aspect of the topic.</p>	<p>Synchronous students will use poll in Zoom with the same questions – about some aspect of the topic.</p>	<p>In Blackboard, this will be done as a survey or as a self-marked quiz or as a checklist</p>

<p>Quick poll about the second video (approx. 6 - 7 minutes)</p> <p>(This poll may be taken at the midpoint of the video.)</p>	<p>In-person students will answer various yes/no; T/F or multiple choice questions about some aspects of the two sources used in today's class</p>	<p>Synchronous students will use poll in Zoom with the same questions</p>	<p>In Blackboard, this will be done as a survey or as a self-marked quiz or as a checklist</p>
<p>Break 15 minutes</p>	<p>Break 15 minutes</p>	<p>Break 15 minutes</p>	<p>n/a</p>
<p>(15 minutes)</p> <p>https://www.ted.com/talks/david_brooks_the_lies_our_culture_tells_us_about_what_matters_and_a_better_way_to_live</p>  <p>https://www.ted.com/talks Licensed as follows: CC BY-NC-ND 4.0 International</p>	<p>This is a 14min. and 45 sec. Ted Talk by David Brooks. A good companion piece to this video is an article noted here on page one . This video gives us in-depth ideas of what matters in life and what is missing from the virtual online life.</p> <p>In-person and Synchronous students will watch in real-time. Video will be paused at 6 minute mark and discussion to how it relates to article will take place in-class and via chat and via poll. Video is resumed and completed. Discussion is continued: verbal, chat, poll. Asynchronous students will watch video and post a 250 word observation about the video to their Group in any format, including an audio file.</p>		
<p>https://www.ted.com/talks/sherry_turkle_connected_but_alone</p> <p>(30 minutes for the 19 min. 32 sec. video – taking into account polls that are interspersed with the video.)</p>  <p>https://www.ted.com/talks Licensed as follows: CC BY-NC-ND 4.0 International</p>	<p>In-person students will watch Sherry Turkle's TED Talk Connected, but alone.</p>	<p>Synchronous students will watch Sherry Turkle's TED Talk Connected, but alone</p>	<p>Asynchronous students will watch Sherry Turkle's TED Talk Connected, but alone sometime before the next class.</p>

<p>2 Quick polls to sum up anything remaining about the video</p> <p>(approx. 10 minutes)</p>	<p>In-person students will answer various yes/no; T/F or multiple choice questions about aspects of the video.</p>	<p>Synchronous students will answer in the chat about various yes/no; T/F or multiple choice questions about aspects of the video.</p>	<p>Asynchronous students will post to the MDB about aspects of the video they thought interesting or that connected to the article and the other video. 150 words. They may also choose to post a verbal response via an audio file.</p>
<p>Homework Review for next class:</p> <p>(30 minutes)</p>	<p>In-person students will either summarize or paraphrase 1 of the 2 sources used in today's class for homework.</p>	<p>Synchronous students will prepare questions about each of the 2 sources used today for the running chat, which we will use to re-cap the lesson from the prior week.</p>	<p>Asynchronous students will summarize one of the 2 sources used today. They will post this to the MDB for today's lesson. An audio file is not permitted for this assignment. All three modalities must write in order for the homework assignment to be completed.</p> <p>Link to Zoom video is found under Content for this week in Blackboard.</p>

For homework, synchronous, asynchronous and in-person students will be required to respond to the posts or chat of two students who attended in the other two modalities. 200-200 words minimum

Just to keep in mind:

How are students connecting with you this week? Students and I connect in the following ways: in-person in room_____; through Zoom livestream during scheduled class; via Zoom and/or Blackboard office hours by appointment, and asynchronously through posts on Blackboard and through email. In-person, synchronous and asynchronous students will always receive hand-written comments on their assignments and on their papers or comments using the annotator in Blackboard.

How are students connecting with each other this week? In-person students team up in groups of 4-5 in room_____. Synchronous students team up in breakout rooms. In-person and synchronous students will be required to respond to posts made by asynchronous students in Blackboard. Asynchronous students are encouraged to make audio or audio-visual files for greetings and for making comments to post to the MDB. From the onset, in-person and synchronous students will interact with each other for discussion, for group work and for future peer reviews. Students will be assigned to work in different modalities even if that means texting in order to correspond to work together. Most everyone (hopefully, all) will get a chance to connect with each other and become familiar with each other.

How are students showing what they are learning this week? Students will show what they are learning in real-time through comments made through the chat function; questions and answers posted to Blackboard; questions and discussions during real-

time class. The first assignment two Ted Talk videos. This is a low-stakes assignment. If students can use one source to discuss the other, that is a clear indication that they have understood the assignment and the topic. In addition, the homework calls for the students to summarize and provide some analysis. Students should feel free to choose one out of the two sources used today to summarize. Synchronous students will prepare questions for the running chat for next week's class. This will both start the new lesson and re-cap the last lesson. This is also an indication that the students have understood the topic - - if they are able to create questions that are not just superficial about what we have read in the chat, what we have watched and what we have discussed in class.

The TED Talk material must be credited under its original license. It cannot be altered or used for commercial purposes. The two TED Talk videos, "The Tethered Self: Technology Reinvents Intimacy and Solitude" by Sherry Turkle and "Lies our culture tells us about what matters and a better way to live" by David Brooks are found at: <https://www.ted.com/talks> and are licensed as follows under Creative Commons: CC BY-NC-ND.

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