

Dee Broughton's Presentations and Workshops

Providing the Key: Developing the Integrated Genre Syllabus for Teaching the Research Paper

It's well-accepted that the key to academic opportunity worldwide is the ability to write academic papers in English. When your students are ready to develop the writing skills they need to succeed in higher education, their first step will be learning to write the research paper. If you teach research writing, this workshop will make your job easier and more effective. The Integrated Genre approach uses a series of short integrated writing assignments based on the five crucial academic genres to guide students into writing an original, well-researched term paper. This workshop will explain the academic genres, illustrate writing assignments that teach the genres, and introduce techniques for integrating the separate assignments into the final paper. Teachers will leave the workshop with the basis for a complete syllabus for a high school or college academic writing course. This topic can be presented as an introductory presentation or offered with more advanced material, demonstrations, and hands-on activities.

Teaching Literature for Increased English Language Proficiency

Literature is often taught with a primarily cultural approach and assessment usually assesses primarily the student's memory of facts. University literature teachers have an opportunity to use rich authentic texts with an increased linguistic awareness and writing assignments that focus on higher-order thinking skills to promote English language proficiency. This workshop discusses how to choose appropriate materials that provide comprehensible input, how to increase linguistic awareness of texts, and how to assign writing that encourages original analysis and evaluation.

Developing English Language Proficiency Using Literature-Based Writing Tasks

Employers across India require graduates with English language proficiency and higher-order thinking skills. Secondary teachers who use literature in the classroom have the opportunity to help students meet these requirements. This workshop discusses ways to teach literature that focus on comprehensible authentic texts. It demonstrates writing tasks that encourage students to develop skills of analysis, evaluation, and originality. Finally, it offers methods for giving feedback on student writing that support the writing process while improving the writing product.

Stimulating Critical Thinking Through Effective Writing Tasks

Employers, CBSE, NCF, tertiary institutions, and teachers across India recognize that the "need of the hour" is greater English proficiency and improved critical thinking skills. Both can be achieved through improved writing instruction. But, English language teachers find many of the tasks provided in texts are designed to prepare students for exams, not for real life. This workshop, based on research that shows writing *is* thinking and properly designed writing tasks can quickly and significantly improve thinking, will give teachers explicit tools for improving their teaching of writing. We'll see how common types of writing assignments actually stifle critical thinking, and we'll learn ways to modify them so they stimulate it. We'll look at ways to provide the necessary clear instruction and scaffolding needed to assign these tasks, and we'll discuss effective ways to assess them, so that students continue to improve.

Faculty Development Seminar: 5-Day Intensive in Academic Writing

Tailored to your faculty or students, this 5-day (15 hour) intensive raises their proficiency in writing as it introduces them to new techniques for teaching writing. The workshop develops writing skills in summary, synthesis, analysis, evaluation, and argument with a strong focus on effective use of sources. Participants examine authentic texts to see how writers use signal phrases, quote framing, choice of reporting verb, paraphrase, and referencing and practice those techniques in group and individual writing tasks. Participants will leave with a greater understanding of how their work fits into the greater academic conversation.

Faculty Development Seminar: Principles and Methods of Citation

Tailored to your faculty or students, this workshop or series is designed to review and increase faculty skills of writing and citation while preparing them to teach these skills to students. The first part of this workshop clarifies the relationship between academic writing and citation, reviews the basic principles of citation as a way to increase academic credibility, and clears up the most common points of confusion between APA and MLA styles.

Faculty Development Seminar: The Subtleties of Signal Phrases

Designed for advanced English users or faculty, this workshop introduces participants to the complexities and subtleties embodied in signal phrases. Academic writing is heavily dependent upon the relationship between the writer and his sources. Much of this relationship is exposed in the choice of signal phrases used to introduce those sources. Tailored to your faculty or students, this workshop reviews correct forms of signal phrases and discusses the way choosing different phrases changes meaning. Learn to manipulate signal phrases to quickly increase the clarity and sophistication of your writing.

Faculty Development Seminar: Blending Their Ideas with Yours

Designed for advanced English users or faculty, this workshop introduces participants to the use of a common template in academic writing: the quotation frame. Quotation frames are used to introduce the idea of your source and then to connect and blend those ideas with your own. Use of the frame increases the clarity of your writing and provides the structure that academics expect to see in academic articles. Tailored to your faculty or students, this workshop begins with an introduction of the concept of frames and templates and then provides hands-on practice for using them. Advanced users will move on to a discussion of ways to find appropriate frames in authentic texts and to use them without plagiarizing.

The Art of Introducing and Attributing Sources: A Lexical Approach

Whether you call them chunks, templates, patterns, or collocations, academic writing recycles sentence-level structures for introducing sources and for linking those sources to the writer's own ideas. Teaching these structures can quickly and easily raise the comprehensibility and sophistication of your students' writing. In this introductory workshop, learn simple, effective structures, when and how to use them, and how to introduce them to your students.

Introducing Academic Writing as Academic Discourse

Academic writing is academic discourse. It's the way that scholars throughout the world communicate and develop their ideas. Teaching this concept to students helps them see writing as real work. Real work that can be engaging and interesting. Real work that they can take part in. This workshop introduces concepts and techniques for helping students see the purpose and value of academic writing and to begin to think of themselves as writers. You'll learn to assign writing tasks that promote the development of higher-order thinking skills, not memorization. You'll learn to make the process of writing make sense to students so that they naturally begin to use it themselves to produce writing with increased depth and sophistication.

Teaching the Art of Citation

Preparing a class on citation can take a great deal of preparation. This workshop in the form of a demonstration class will make it easy. You'll see how to present the necessary information and you'll get to take home an attractive PowerPoint you can use in your own classes. The class defines the essential guiding principles behind citation, shows your students the difference between the two most popular styles (APA and MLA), and finishes with a hands-on activity to let them practice what they've learned.

What do I do first? What do I do next? A 5-Part All-Purpose Structure for Academic Discourse

All academic papers have organizational elements in common. Learn a simple, logical, all-purpose structure that students across languages, cultures, and disciplines can quickly master. This workshop demonstrates how this structure fits most western discourse and shows you how to introduce it to students for immediate improvement in the organization of their academic writing.

Supporting the Process: Revision

We all know revision is important, but how do you find time for it and how do you get students to take it seriously? This workshop shows you how to design your classes and your grading system to support the revision process. Learn how to set up Self-Evaluations and how to facilitate effective Peer Reviews. Learn tips for helping students proofread and edit, and tips for grading so that you encourage revision without spending every weekend marking papers.

Teaching Pronunciation with the Enhanced Lingua Franca Core Model

Jennifer Jenkins has defined the Lingua Franca Core model for teaching pronunciation by determining which elements of pronunciation are required for comfortable intelligibility among NNES. This workshop begins with that model, then adds the few most efficient lessons for increasing intelligibility when speaking with NES as well. Learn this new

enhanced model so that you know which pronunciation lessons will benefit your students most.

Using Frequency-Based Vocabulary

Learn how to take advantage of the General Service List to quickly increase students' receptive and productive vocabularies. Topics include an overview of the research showing why you shouldn't rely on context clues and how to use materials with controlled vocabulary, including readers like Oxford Bookworms Library.

Vocabulary Testing as a Diagnostic Tool

Get an overview of Frequency-Based Vocabulary research and explore the effectiveness of testing this vocabulary for streaming and diagnostics. Examine and discuss various tests and develop strategies for modifying them to match the cultural background of your students.

Classroom Assessment Techniques as an Introduction to Formative Assessment

As CBSE continues to encourage formative assessment, teacher trainers need to teach it to teachers who haven't experienced any formative assessment, either when they were students or as teachers. Classroom Assessment Techniques offer an example of pure formative assessment that can be quickly and efficiently used in any classroom. This workshop shows trainers how to introduce others to this useful tool, while simultaneously building teacher confidence and encouraging creativity. The presenter will offer a brief overview of the techniques, guiding characteristics for developing them, and examples of some common pitfalls to be avoided as teachers begin to practice them.

Building a Bridge from Rhetoric to Genre

How do you get from five-paragraph persuasive essays to research papers with citation? What's the difference between the rhetorical approach and a genre one? Learn a little of the history and some of the differences between these two schools of thought so you can be a master of either, or both.

Killing the Word Count Monster: Teaching Students to Add Ideas, Not Words

Learn 5 effective methods for helping students elaborate and develop their ideas to write longer compositions. Learn how you can forget about minimum word counts in writing assignments but still get papers that are longer and more developed than your stricter colleagues do.

Battling the Boogie Man: Explicit Instruction in Skills for Avoiding Plagiarism and Preserving Academic Integrity

Even advanced second language users are afraid of the Plagiarism Boogie Man, the accidental plagiarism that could, potentially, end their academic careers! Preservation of academic integrity is not just a moral issue; it requires a complex set of skills that must be explicitly taught. Begin teaching your students early the skills they need to reach their academic goals.

Learn from a teacher who's helped graduate level second language writers on theses, research reports, and dissertations learn skills required to avoid accidental plagiarism.

More on the Art of Introducing and Attributing Sources with a Lexical Approach

A follow-up to the introductory workshop on Introducing and Attributing Sources, this workshop shows how to find and use the very best templates, those found in authentic material. In this workshop, learn to teach students to find and use accepted collocations from authentic academic discourse without plagiarizing. The emphasis is on identifying acceptable templates and on using them with academic integrity.