“BUT TEACHER, I DON’T HAVE A TEXTBOOK” MIDTESOL 2019, OMAHA, NE

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Marshall, Missouri, USA

“There are no ordinary days at Valley”
Overview

1. Students and classes
2. Rationale for the Course Packets
3. Two options for utilization
4. Contents of booklets
5. Process of developing
6. Potential problems, but there are benefits
EAP Students at MVC

- Mostly student athletes
- Mostly male
- Brazilian, Spanish, and Japanese are largest groups
- Italian, Serbian, French, sometimes
- Other Latin Americans – Peru, Colombia, Mexico, Panama
Reason # 1: Students do not have textbooks

- Students not buying books is not unique to English language classes
- Students often have good (or bad) reasons for not buying books
  - Expense
  - Availability of bootleg copies online
  - Process is not easy
  - Students may not think it is necessary to have a book
Reason # 2: There is no PERFECT textbook

- Wrong blend or level of materials for the class
- Textbook only partially usable or doesn’t exactly match course objectives
- Students have “used” books, which contain writing and completed exercises
- Teachers want to use self-generated work
- Lack of authentic or differently sourced materials
Option 1 - Course Packet Only

- Advanced Conversation (Listening Speaking) Class at MVC, first used Fall 2017
Advantages of option 1

- Students not required to physically buy – cost is passed through to them on their account
- Cost is minimal to produce - $5.00 to $10.00 per booklet
- Everyone has a book the first day of class
- Ultimate instructor freedom – not tied to a textbook
  - Selection of topics of interest
  - Adaptable from one semester to the next
  - Focus on grammar points or pronunciation needed by student population
  - Inclusion of authentic materials
What does it have in it?

- Class syllabus
- Teacher-generated materials
  - Vocabulary sheets
  - Discussion questions
  - Listening questionnaires
- Readings
- Speaking assignments
- Reference materials
- Bibliography
ES 073 ESL Advanced Conversation
Course Packet

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A. Course Syllabus ........................................ Pages A1-A6
B. First Week Communication Assignments ......... Pages B1- B3
C. Overview - Topics and Vocabulary ............... Pages C1-C4
D. Materials by Topic ................................... Pages D1-D29

1. Science - Astronomy and Solar Eclipse

   Worksheet (HO – for homework)

   Reading ......................................................... (D1-D4)

2. Sports and Sports Business

   Worksheet (HO – for homework)

   Discussion Questions ................................. (D5-D6)

   Survey (HO – for homework)

   Reporting Script for Short Speech ............ (D7)

3. Travel and Leisure

   Worksheet (HO – for homework)

   Discussion Questions ................................. (D8-D9)

   Survey (HO – for homework)

   Form for Group Data Compilation ............. (D10)

   Reporting Script for Data Compilation ....... (D11)
4. Heroes in Real Life
   - Worksheet (HO – for homework)
   - Reading and HW Questions ................................ (D12-D13)
   - Discussion Questions ............................................ (D14-D15)
   - Video Assignment 1 .............................................. (D16)
   - Video Assignment 2 ............................................... (D17-D18)
   - Worksheet (HO – for homework)

5. Money and Finance
   - Worksheet (HO – for homework)
   - Find Someone Who ................................................ (D19)
   - Discussion Questions .......................................... (D20-D21)
   - Survey (HO – for homework)
   - Form for Group Data Compilation .......................... (D22)
   - Reporting Script for Data Compilation ................... (D23)
   - Listening Questions – “Living Without Money” ....... (D24-D25)

6. Work and Job Interview Skills
   - Worksheet (HO – for homework)
   - Reading “Recreate Yourself” .................................. (D26-D27)
   - Homework Questions (HO)
   - Discussion Questions ........................................... (D28-D29)
   - Listening Exercise – “Lifet ime of Learning ....” ....... (D30-D32)

7. Technology in Daily Life
   - Worksheet (HO – for homework)
   - Readings (to be provided)
   - Survey (HO – for homework)

E. In-class Speech Assignments ................................. Pages E1-E5
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   - Outline Form (HO – for homework)
   - Midterm Informative Speech ................................. (E3-E5)
   - Topic Paper (HO – for homework)
   - Outline (HO for homework)

F. Oral Grammatical Practices – verb tenses ............... Pages F1-F6

G. Pronunciation ...................................................... Pages G1-G13
   - Out of Class Speaking Assignment ....................... (G1-G2)
   - Word Stress ....................................................... (G3)
   - List of Suffixes and Their Influence on Word Stress .... (G4-G7)
   - Stress Pattern Changes With Homophones .............. (G8-G13)
ES 073 ESL Advanced Conversation
Course Packet
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C. Materials by Topic
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      Discussion Questions -eSports
      Discussion Questions Sports
      Reporting Script for Short Speech
      Sports Idioms Worksheet
   2. Travel and Leisure
      Discussion Questions
      Form for Group Data Compilation
      Reporting Script for Data Compilation
      Travel Idioms Worksheet
   3. Heroes in Real Life
      Reading and HW Questions
      Discussion Questions
      Video Assignment 1 – Natalie Warne
Word Form Grid 1
Video Assignment 2 – Isabel and Melati
Word Form Grid 2
Video Assignment 3 – Greta Thunberg
Reading: "Teen Activist...."
Listening Practices – Heroes

4. Money and Finance
   Find Someone Who
   Discussion Questions
   Form for Group Data Compilation
   Reporting Script for Data Compilation
   Discussion and Listening Questions – "Living Without Money"
   Word Form Grid 4
   Reading and Quick Discussion "Universal Basic Income: The Full Rundown"

5. Work and Job Interview Skills
   Reading “Recreate Yourself”
   Discussion Questions
   Listening Exercise – “Lifetime of Learning ....”
   Word Form Grid 5

6. Technology in Daily Life – time permitting
   Readings and Discussion Questions (to be provided)

D. In-class Speech Assignments
   Narrative Speech
   Public Speaking – note-taking
   Midterm Informative Speech

E. Pronunciation
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   Out of Class Speaking Assignment
   Word Stress
   List of Suffixes and Their Influence on Word Stress
   Stress Pattern Changes With Homophones
<table>
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<tr>
<th>Activity</th>
<th>Material/Instructions</th>
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<tbody>
<tr>
<td>Reading or Video with questions</td>
<td>Reading: “Esports vs. Traditional Sports” – in Course Packet</td>
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<tr>
<td>Worksheet with vocabulary and a “topical” question</td>
<td>Handout as Homework</td>
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<td>Discussion questions (group)</td>
<td>In Course Packet</td>
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<tr>
<td>Out of class speaking (survey)</td>
<td>Handout as Homework</td>
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<tr>
<td>In class data compilation of survey</td>
<td>Instructions and form in Course Packet</td>
</tr>
<tr>
<td>Reporting speech</td>
<td>Instructions or “script” in Course Packet</td>
</tr>
<tr>
<td>Idioms review</td>
<td>Idioms – worksheet in Course Packet – may be linked to a video</td>
</tr>
<tr>
<td>Grammatical topic</td>
<td>Explanation/practice exercise – In Course Packet</td>
</tr>
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</table>
Option 2 - Course Packet supplements textbook

- Advanced Writing
  Class at MVC,
  first used Spring 2018
Advantages of Option 2

- Textbook selected is less expensive than a more involved writing text
- Use more (most) of the textbook
- Course packet cost is paid by student and is available from the first day of class
- Course packet expands on topics presented in textbook
  - More practices (teacher-designed)
  - Practices coordinated with textbook chapters
  - Incorporates writing assignments and materials
What does it have in it?

- Class syllabus
- Teacher-generated practice materials
- Writing assignments and supplementary materials
  - Formatting Guidelines
  - Examples
  - Readings
  - Other (i.e. artwork)
- Space for note-taking
- Bibliography
ES 075 ESL Advanced Writing
Course Packet

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ES 075 ESL Advanced Writing
Course Packet
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B. Unit 1 - Sentence Structure and Writing Structures
C. Unit 2 Academic Writing Skills
D. Writing Assignments and Example Writings
G. Appendix - Artwork and Readings

Course Packet
ES 075
Advanced ESL Writing

Spring 2019
Missouri Valley College
<table>
<thead>
<tr>
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<tr>
<td><strong>Chapter topic(s)</strong>&lt;br&gt;Paragraphing</td>
</tr>
<tr>
<td><strong>Extra Explanations/note-taking</strong>&lt;br&gt;Additional “tips” for topic sentences&lt;br&gt;Paragraph unity&lt;br&gt;Paragraph coherence</td>
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<tr>
<td><strong>Extra practices</strong>&lt;br&gt;Teacher-generated</td>
</tr>
<tr>
<td><strong>Writing Assignments</strong>&lt;br&gt;Structured paragraph</td>
</tr>
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</table>
A. Skill Presentation

A good paragraph has a clear topic sentence, relevant supporting sentences, and a strong concluding sentence.

The topic sentence is usually the first sentence in the paragraph. It is about one idea (the main idea), but it is fairly broad so it can be expanded on in the rest of the paragraph. It helps the reader understand what the paragraph will be about, but it does not necessarily include specific examples or details.

Supporting sentences follow the topic sentence and support the main idea. They relate to the topic of the paragraph. They can also give examples and explanations and may provide facts and details about the topic of the paragraph.

A concluding sentence ends a paragraph, it restates the main idea of the paragraph and gives the reader something to think about.

For example, read this paragraph about family size.

The size of an average family varies across countries. For example, in the United States, the average family size is 3.19. That means that on average, about three people per family in the United States. It is possible that differences in family sizes from one country to another influence people's personalities.

The topic sentence (1) in the paragraph above is about family size across countries. The first supporting sentence (2) offers an example of the topic sentence, and the second supporting sentence (2) explains the example. The concluding sentence (3) restates the idea that family size varies depending on the country. In addition, it gives the reader something to think about by mentioning a possible affect of differing family sizes.

B. Over to You

1. Read the supporting sentences from a paragraph about sibling rivalry, and answer the questions.

   This is often referred to as sibling rivalry. Siblings normally want to receive an equal amount of attention from their parents. If children feel their siblings get more attention, they may get angry.

   1. Which topic sentence is the most appropriate for this paragraph?
      a. Sometimes children compete for their parents' attention.
      b. Eighty-two percent of people in the United States have siblings.
      c. Another symptom problem among siblings is a large gap in ages.
      d. Although sibling rivalry is very common, it can have negative consequences.

   2. Match the topic sentences (1-5) with the appropriate supporting sentences (a-e).

      a. Firstborn children often have an advantage in life.
      b. Experts say that some children suffer from "middle-child syndrome."
      c. The majority of people in the United States have siblings.
      d. There are many stereotypes about only children.
      e. Older siblings often assume responsibility for their younger siblings.

      1. 
      2. 
      3. 
      4. 
      5.

   a. In fact, experts estimate that just 18 percent of people are only children.
   b. For example, studies show that they sometimes have more successful careers than their younger siblings.
   c. They feel their parents pay more attention to their younger and older siblings than to them.
   d. They look after them when their parents are busy or unavailable.
   e. For example, some people think that children without siblings are not comfortable socializing with other children.

   CHECK!

   A good paragraph has strong topic, supporting, and concluding sentences.

   1. The ________ sentence states the main idea of the paragraph.
   2. The ________ sentence gives more information that is directly related to the main ideas of the paragraph.
   3. The ________ sentence restates the main idea and gives the reader something to think about.
C. Practice

1. Read the paragraphs (1–3) and choose the best topic sentence (a–c) for each one.

   1. a. This can be due to a variety of circumstances, such as changing environments or large age gaps between siblings. Distinct individual personalities are an important factor in interactions within the family.
      b. Older children can help their younger siblings with a variety of everyday tasks. For example, they can help them get dressed or assist them with their homework. Older children help give their siblings the attention they need.
      c. They can also give each child plenty of attention and space. Parents should have a clear strategy for dealing with sibling rivalry.

   2. It is common for first-born children to assume some responsibility for their siblings' needs.
   3. Despite the fact that siblings share genes, they often have very different personalities.
   4. Parents can handle sibling rivalry in a variety of ways. They can focus on family teamwork.

2. Read the paragraphs (1–3) and choose the best concluding sentence (a–c) for each one.

   1. Some parents believe that a large age gap between siblings gives them more quality time with each child. For example, when the youngest child is born, the firstborn might already be in school. The parents can manage their time and focus on the needs of each child separately.
   2. Parents who have more than one child often decide how big a gap there should be between siblings. According to some parents, having three or more years between children is beneficial. They say children over the age of three or four are less likely to jealous when a new sibling is born. On the other hand, other parents argue that a smaller age gap between siblings is better. These parents think it is easier to get the difficult years of parenting young children out of the way at one time.
   3. Some mothers prefer to have a large age gap between siblings for health reasons. Many women claim that they go to the gym more often when they only have one baby to care for. They may also feel that they have more time to cook nutritious meals when they only have one young child at home.

   a. Clearly, there is no "right" age gap between siblings, and parents must decide what works best for their family.
   b. A large age gap between siblings may help some women feel healthier.
   c. One-on-one time with each child is one good argument for a large age gap between siblings.

D. Skill Quiz

Check (✓) the correct answer for each item.

1. A topic sentence:
   a. Introduces the main idea of a paragraph.
   b. Supports the first sentence of a paragraph.
   c. Restates the main idea of a paragraph.

2. A good topic sentence:
   a. Is very specific.
   b. Contains several examples and facts.
   c. Is fairly broad.

3. Supporting sentences:
   a. Introduce the main idea of a paragraph.
   b. Give more information about the topic of a paragraph.
   c. Come at the end of a paragraph.

4. Good supporting sentences:
   a. Give broad, general ideas.
   b. Are related in specific ideas in other paragraphs.
   c. Give specific details, facts, and examples.

5. A concluding sentence:
   a. Usually comes at the very end of a paragraph.
   b. Is exactly the same as the topic sentence.
   c. Restates the main idea of the paragraph.

6. A good concluding sentence:
   a. Restates the previous supporting sentence.
   b. Restates the main idea of the paragraph.
   c. Introduces a new, unrelated topic.

7. Which is the best topic sentence for a paragraph about how changes in a family affect people's behavior?
   a. Firstborn children often experience career success later.
   b. Changing family dynamics contribute to different personalities in a family.
   c. Some children move several times during their childhood.

8. What is the best topic sentence for a paragraph about how adult siblings behave when they are together?
   a. The age gap between the two siblings was ten years.
   b. Many people look back on childhood rules when they are with their family.
   c. Firstborn children often assume responsibility for their siblings.

9. Children with no siblings have unique benefits. Which supporting sentence does NOT support this topic sentence?
   a. They have more one-on-one time with their parents.
   b. They may have more opportunities because their parents have more money to spend on them.
   c. There are many negative stereotypes about them although they usually get along with adults.

10. What is the best concluding sentence for a paragraph about benefits that children with no siblings may experience?
    a. Being an only child has several advantages.
    b. Firstborn children are more responsible than only children.
    c. Only children do not worry as much about sibling rivalry.
Paragraph Structure Overview

A paragraph is a group of related sentences that discusses one main idea.

It has three parts:
I. topic sentence, 
II. supporting sentences, or body, and 
III. concluding sentence.

1. Topic sentence: has 2 parts: Topic + controlling idea

Controlling idea – tells what is going to be in Paragraph

NOTES: Tips for Writing Effective Topic Sentences

① Must not be a fragment. 
② Why cats are good pets.
③ In academic writing, it is best if the T/S is the first sentence of P
④ It should be the most general Sentence of the P, but it should not be too general.
⑤ Cats are nice. 
⑥ It should not be a general fact that everyone knows. 

⑦ It should not be too specific or contain details.
⑧ Every year 5 million cats are killed on U.S. highways.
⑨ T/S should not start with the word "There" or "It"
⑩ There are many different kinds of cats.
⑪ It should be a sentence and NOT a question.
⑫ T/S should not be "conversational"
⑬ I am going to tell you about cats.
⑭ T/S should be interesting.

The best topic sentences make the reader wonder "Why?"

Throughout history, cats have been associated with the dark arts.
Description/Analysis paragraph – based on artwork included in the appendix

Writing Assignment 2
Descriptive Writing – Art

Assignment: you will create a descriptive paragraph. Look at the artwork on the next page and read the paragraph about “Watson and the Shark.”

Deadline is _____________________

The paragraph should be typed, 12 point font, formatted correctly, and printed out (or sent to me electronically) before the start of class.

IMPORTANT: DO NOT use outside sources – I am interested in YOUR thoughts and writing.

Late work will lose 20% per day late.
Paragraph should be in your writing folder.
The pre-writing sheet should also be in the folder.
Paragraph should be 200-250 words (not including the header or title).

1. Pre-Write: You have already done some “pre-writing”.

2. Write: Using your notes, and referring to the image in the back of the course packet, make a first draft of the paragraph. Follow this order.

   I. Topic sentence, should include the name of the painting, the artist, and a very general description of what the painting is about.

   II. Body

      A. Describe exactly what is in the painting. Write in such a way that a person who is reading the paragraph can get a clear view of what is in the painting and how you feel about it. Use adjectives and adverbs to make a better, more specific description.

      B. Analyze and interpret – use your notes to include a few sentences about what YOU think about the painting.

   III. Concluding sentence – should make some final statement about the painting. Be sure to mention its name again in the concluding sentence.

3. Edit: Review your paragraph. Be sure to pay special attention to sentence structure. Make any necessary changes.
John Singleton Copley  *Watson and the Shark, 1778*
La Rentrée (1927) Anita Malfatti, Brazil, private collection

A Sunday Afternoon on the Island of La Grande Jatte, (1886) Georges Seurat, French, Art Institute of Chicago
The Twist (1964), Thomas Hart Benton, Missouri

Katsushika Hokusai - The Great Wave off Kanagawa (likely printed between 1829 and 1832)
Pablo Picasso, *Guernica*, (1937)

*Nighthawks*, (1942), Edward Hopper
Dogs Playing Poker, (1903), C.M. Coolidge
Steps

- Division Chair approval/VPAA
- Attaching cost as a course fee
- Collect materials
- Decide on a format
- Copy center for costs
## Costs

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<thead>
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<th>Service</th>
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<tr>
<td>Bind</td>
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<td>B&amp;W Single-Sided Copy</td>
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<td>Colored Cardstock w/ B&amp;W Printing Cover</td>
<td>$ 0.15</td>
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<td>Blank Colored Cardstock</td>
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</table>

50 page (B&W Single-Sided) book with no color: $ 4.35
Potential Problems

◆ How many copies will be needed?
◆ It’s NOT a textbook; it’s personalized to me and doesn’t include instructor notes
◆ It’s never going to be PERFECT or beautiful, but that’s OK
  - Page numbers/copying miscommunications
◆ If you want it to be “jazzy”, it will cost
◆ It doesn’t completely eliminate copying
◆ Copyright issues
Best reasons to do it?

- It’s personalized!
- Students have no excuse
- First week, everyone has something to work with
- Students have “clean” books
- Built-in note-taking space
- Incorporate authentic materials
- Reduces time spent making photocopies
- It’s easy to adapt/evolve/revise every semester
- Promotes reflection
“It’s a great day to be a Viking!”
Any Questions?

- Elizabeth Holloway
- Missouri Valley College, Marshall, MO, USA
- hollowaye@moval.edu
Resources


- Artwork: - see notes on slides