

**Middle School Initiative**

**PART I  
COVER SHEET**

**CAP 3 SEMESTER 2 WEEK 1 & 2**

**COURSE:** Armstrong Leadership Laboratory, Achievement 8

**LESSON TITLE:** Outlining the Selected Topic for Writing and Speech Assignment

**LENGTH OF LESSON:** 110 Minutes

**METHOD:** Informal Lecture and Performance

**REFERENCE(S):** AFH 33-337, *Tongue and Quill*, Pages 9-70

**AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL(S):**

1. Handouts
2. Overhead projector
3. Transparencies

**COGNITIVE OBJECTIVE:** N/A

**COGNITIVE SAMPLES OF BEHAVIOR:** N/A

**AFFECTIVE OBJECTIVE:** The objective of this series of lessons is for each cadet to know the basics of writing a paper and giving a speech.

**AFFECTIVE SAMPLES OF BEHAVIOR:** Each cadet will write a 300-500 word essay and present to the unit a 5-7 minute speech.

**Middle School Initiative****PART II  
TEACHING PLAN****Introduction**

**ATTENTION:** Welcome back! Today, we are going to begin the outlining of the research material you have gathered for your selected topic for your essay and speech.

**MOTIVATION:** This will be a new experience for some. The outline of a written essay or speech is the ideal way to make sure you cover all the information in an orderly fashion. I am sure that you will find that you can use this technique in many applications throughout your career.

**OVERVIEW:** An outline for a written paper or a speech is an excellent way to ensure that all information is covered in an orderly fashion.

**TRANSITION:** Shall we begin?

**Body**

**MP 1** The first thing you must do when preparing an essay is to ask yourself three important questions: Why am I writing it? Who will read it? What reaction do I want my reader to have? When you have found answers to these three questions, the writing task has just begun. The next step in planning to write is to decide upon and limit your subject area. There are times, of course, that the subject area will be decided for you, as in this case, but this does not relieve you of the responsibility for limiting the subject area to a size that you can manage.

TRANSPARENCY LL8.3.1 - Planning to Write

Here are the things you must accomplish in the **planning to write**:

1. Ask yourself why you are writing.
2. Ask yourself who will read your material.
3. Ask yourself what reaction you want your reader to have.
4. Decide upon a subject area.
5. Limit the subject area.

**MP 2** TRANSPARENCY LL8.3.2 - Features of Organizing to Write

There are many features of organizing to write that cannot be treated in a lesson plan of this type. This is because these features of organizing to write are highly individualized operations. Some of these operations are as follows:

1. Selecting the source materials for your research.
2. Conducting the research.
3. Taking notes and using note cards.
4. Compiling a bibliography.

You can see that to cover those subject areas, this lesson plan would have to be one on "library use" and "how to study."

## TRANSPARENCY LL8.3.3 - Three Necessary Operations

There are, however, three operations that are necessary in organizing to write that can be included. The three operations are these:

1. Listing ideas relative to your subject.
2. Grouping ideas under specific headings.
3. Selecting a pattern of presentation.

**MP 3** After we discuss each of these operations briefly, I will give you an opportunity to apply them all. Let's begin with "listing ideas relative to your subject."

## Handout 1 - Writing Assignment

Suppose that you had the following writing assignment: To compare the advantages and disadvantages of owning a compact car.

## TRANSPARENCY LL8.3.4 - Writing Assignment

Now, without any thought of arranging the ideas in a sequence, list several ideas relative to your subject as they come to mind. **Do not** evaluate them for appropriateness at this time. That comes later. Use the spaces provided on your handout.

(Instructor's Note: Allow a few minutes for the cadets to complete the exercise.)

**MP 4** Before going on, go back and eliminate any of the ideas that do not seem appropriate or will not contribute to the development of your writing assignment. Do this by lining through the items you want to throw out.

Although I cannot guess how many and what type of items you listed, your ideas probably included some of these:

TRANSPARENCIES LL8.3.5, LL8.3.6 - Types of Items

1. Compact cars use less gasoline and oil.
2. They are cheaper to maintain.
3. They are dangerous in a serious accident.
4. There is insufficient luggage space.
5. They handle well in traffic.
6. They are too small for a large family.
7. Leg space is cramped.
8. They cost less to license.
9. They are tiring on long trips.
10. They sway in crosswinds.
11. Tire wear is less.

Your list of ideas could be much like ours, or it could be entirely different. The important thing is to list each and every idea as it comes to mind. Don't omit a single one. You can be selective later.

If you have evaluated your list of ideas and lined through the inappropriate items, now is the time to "group ideas under specific headings," the second point in our three-point operation. A glance at the title of the writing assignment will reveal two ready-made headings. Which of the following do you consider more logical as major headings for the writing assignment?

TRANSPARENCY LL8.3.7 - Major Headings

1. Advantages of owning a compact car.  
Disadvantages of owning a compact car.

2. Advantages and disadvantages of owning a compact car.  
Advantages and disadvantages of owning a luxury car.

The correct response is b because the title of the writing assignment indicates these headings are appropriate. It will not be this easy to arrive at valid major headings for all of your writing assignments.

**MP 5** Let's go on now with the "grouping of ideas under specific headings." Go back to your original list of ideas, and transfer them to their appropriate headings on back of the handout. If you derive any minor headings such as "**economy**" or "**size**" that you think are appropriate, then do so. (Give the cadets a few minutes to complete the task.)

TRANSPARENCIES LL8.3.8, LL8.3.9 - Specific Headings Grouping

Here is the grouping of OUR ideas under specific headings. Your grouping of ideas does not have to be like this one. This list of ideas is furnished only as a guide.

### **Advantages**

#### SIZE

They handle well in traffic.  
Tire wear is less because weight is less.

#### ECONOMY

They use less gasoline and oil.  
They are cheaper to maintain.  
They cost less to license.

### **Disadvantages**

#### SIZE

They are dangerous in a serious accident.  
There is insufficient luggage space.  
Too small for a large family.  
Leg space is cramped.  
Tiring on long trips.  
They sway in crosswinds.

#### ECONOMY

None

This is our list. Please note that I introduced subordinate headings. This made the task of grouping the ideas much easier. Go on now to the last part of this three-point operation.

**MP 6** After you have derived all of the ideas that you can, and after you have listed the appropriate ideas under major and subordinate headings, the time has come to select a pattern of presentation.

#### TRANSPARENCY LL8.3.10- Patterns of Presentation

There are four **patterns of presentation** commonly used. There are other patterns, but these are the most common:

1. Topical or enumeration.
2. Reason or problem solution.
3. Time.
4. Space.

I will describe each of these patterns. After I have done so, I want you to select the pattern you would use for the writing assignment concerning the advantages and disadvantages of owning a compact car.

#### TRANSPARENCY LL8.3.11 - Topical or Enumeration

1. Topical or enumeration: This pattern consists of a general statement followed by a list of details, examples, quantities, or specifications. All of the support material is arranged in the sequence that provides for the most logical transition from one part to the next.

#### TRANSPARENCY LL8.3.12 - Reason or Problem Solution

2. Reason or problem solution: This is the pattern in which you advance an idea or in which you support a position. The logic of your position is presented along with various forms of support material such as facts or statistics.

#### TRANSPARENCY LL8.3.13 - Time

3. Time: In this pattern, there is a chronological flow of events or details from one point in time to another.

#### TRANSPARENCY LL8.3.14 - Space

d. **Space:** People, places, things, or events are described through the use of this pattern. To use this pattern, you start at some logical part, point, or position in the thing or event, and you proceed systematically until it is described.

#### TRANSPARENCY LL8.3.15 - Choosing a Pattern of Presentation

1. Topical or enumeration.
2. Reason or problem solution.
3. Time.
4. Space.

You probably chose number one, but numbers one, two, and four would all be suitable. It would be a little difficult to fit the writing assignment into pattern number three, the **time** pattern.

Instructor's Note: Distribute Handout 2 for the cadets' use to evaluate the areas where they may need additional study, help, or information. Reminder: the written portion of the assignment is due on Week 3 (in two weeks) of this semester.

As time permits, assist cadets as needed in writing and formatting their essays after the correcting of Handout 2. Distribute Handout 3 for the cadets to use as they write their essays.

### **Conclusion**

**SUMMARY:** We have covered the how to planning to write, organizing the material, and the patterns of presentation for our writing assignment. Then we began to write your essays.

**REMOTIVATION:** We have learned that this is an excellent way to ensure that your speech is clear, concise, and flows in a logical way. Organizing your material is the best way that makes sure you have included all of your information.

**CLOSURE:** By organizing your material for writing your speech, you have seen how all the steps in preparing to write fit together. Next week we will cover the speech portion of your assignment.

**Middle School Initiative**

**PART III  
LESSON REVIEW**

**LESSON OBJECTIVE(S):** The objective of this class is for each cadet to learn how to prepare to write, organize their material, and the four patterns of presentation for the written portion of the achievement assignment and to begin to format and write his/her essay.

**LESSON QUESTIONS:**

1. There are three critical questions that the writer must ask himself in the "planning to write" stage. What are they?

Answer: Why am I writing? Who will read it? What reaction do I want my reader to have?

2. During the "planning to write" stage, you must decide upon and limit a subject area. True or False?

Answer: True

3. "Organizing to write" consists primarily of what three operations?

Answer: Listing ideas relative to your subject, grouping related ideas under specific headings, and selecting the pattern of presentation.

4. What are the four patterns of presentation?

Answer: Topical or enumeration, reason or problem solution, time, and space.