Resolutions: Description, Analysis and Evaluation

Aim: To support students in their understanding of how description, analysis and evaluation are used in academic speaking through creating resolutions.

Time: 90+ minutes & homework task.

Delivery: This lesson can be delivered face-to-face or online. For online delivery, each worksheet could be placed in a class document on OneDrive.

Lead in: 'Definition and associated language'
- Discussion: Write 'What are resolutions?' on the board. You could focus on 'New year's Resolutions' if the lesson is in December or January. Ask the students in small groups / pairs to discuss the term and come up with 10 words associated with the word resolution. E.g. goal / achievement / pledge /promise etc …
- Feedback: Nominate a student in each group to answer. Write words on the board.
- Teacher could show the **Worksheet** section 1 (definition) and section 2 (associated words). Do not give out the worksheet yet.

Speaking
- Discussion: 'Name ten academic resolutions'. Students in small groups or pairs create a list of 10 academic resolutions. Teacher provides an example 'create a better study plan'.
- Feedback: Each group provides 1 or 2 resolutions.

Lesson Worksheet
- Distribute **worksheet**. Students compare their academic resolutions.

Language Review
- Distribute the language review. Students read through the description, analysis and evaluation sections and ask questions if clarity is needed.

There are two activities to choose from: **Practice 1** is an in-depth analysis and evaluation of one resolution and **Practice 2** focuses on all the resolutions.

Practice 1
- Distribute the **'Academic Resolutions: Table 1 Example'.** Students read through and ask questions if clarity is needed.
- Distribute the **'Academic Resolutions: Table 2 Student'** and a resolution to each student. Set 10-20 minutes to complete the table.
- Put students in groups to discuss their resolutions.
- Mix up the groups and finish with a seminar.

Practice 2
- Distribute the **'Academic Resolutions: Table 3 Student':** Students read through the examples and ask questions if clarity is needed.
- Each student completes the table. Set 20-30 minutes for this.
- Put students in groups to discuss their resolutions.
- Mix up the groups and finish with a seminar.

Resolutions

1. **Definition:**

   Resolution /ˌrez.əˈluː.ʃən/

   - *A promise to yourself to do or to not do something.*

   - *The act of solving or ending a problem or difficulty.*

   - *'A New Year's resolution': A promise that you make to yourself to start doing something good or stop doing something bad on the first day of a new year.*

   (The Cambridge Dictionary, 2022)

2. Associated words

achievement • accomplish • affirmation • agreement • assurance • bond • certainty •

commitment • contract • covenant • determination • endeavour • engagement •

expectation • deliver • guarantee • honour • implement • pact • pledge • promise • pursuit

• refusal • renege • resistance • resolution • swear • undertake • vow • warranty • my word

2. Academic Resolutions

Academic Resolutions

1) Create a better study plan.

2) Take better class notes.

3) Get homework / assignments completed one-day before the deadline.

4) Participate in class more actively.

5) Focus on learning not just grades.

6) Get more sleep.

7) Practice healthy habits.

8) Get more involved on campus.

9) Reduce social media / video games time.

10) Prepare for life after college.

Language Review

Description
Descriptive writing involves answering what, who, when and where questions.

Functions	Examples
• Giving definitions. • Stating facts. • Listing details. • Providing information.	• *What will I do?* • *When will I do it?*

Analysis
Analytical writing involves answering how and why questions.

Functions	Examples
• Comparing & contrasting. • Judging strengths & weaknesses. • Looking at causes & effects. • Categorising. • Providing reasons.	• *Why do I need to do this?* • *How would it change from your old plan?* • *Which method would be better?* • *What would cause you to change this plan?* • *How will you categorise this plan?*

Evaluation
Evaluative writing involves answering what if, so what and what next questions.

Functions	Examples
• Considering implications. • Offering solutions. • Making recommendations. • Drawing conclusions.	• *Is the plan achievable or reasonable?* • *What problems will you encounter with the new plan?* • *What could be the solutions?* • *Overall conclusion.*

Academic Resolutions: Table 1 Example

Statement: A healthy habit - give up smoking

Description (what, who, when and where)	

• Stating facts
• Listing details
• Providing information
	What will I do?
	  1) Vaping as an alternative
	  2) Nicotine patches
	  3) NHS smoking app (tracks progress / helpful tips)
	  4) Hypnosis
	When will I do it?
	1st January (the beginning of the New year)

Analysis (how, when and why)	

• Comparing & contrasting
• Judging strengths & weaknesses
• Looking at causes & effects
• Categorising
• Providing reasons
	Why do I need to do this?
	  • Money (£40 a-week).
	  • Health (lung disease / COPD / Heart disease / asthma).
	  • Anti-social / smells /
	How would it change from your old plan?
	Tried in the past but wasn't serious / lack self-control.
	Which method would be better?
	Start with the NHS app and NHS guidance.
	What would cause you to change this plan?
	Stamina and self-control.
	What would be the benefits?
	Saving money – spend on Gym / pay off student loan.
	Improve my health.

Evaluation (what if, so what and what next)	
• Considering implications • Offering solutions • Making recommendations • Drawing conclusions	Is the plan achievable? Difficult but yes achievable if I remove the 'triggers' to have a cigarette. E.g. make a list of when and why I smoke and try to avoid these. Use patches to aid the transition from addition of nicotine. What problems will you encounter with the new plan? My friends all smoke. I love smoking. I smoke to relax / remove stress. It's going to be really difficult, and I don't know if I have enough self-control. Overall conclusion If I can give up, I reduce heart disease by 50% within a year and lung cancer within 10 years (NHS, 2022).

Academic Resolutions: Table 2 Student

Statement:

Description (what, who, when and where)	
• Stating facts • Listing details • Providing information	What will I do? When will I do it?

Analysis (how, when and why)	
• Comparing & contrasting • Judging strengths & weaknesses • Looking at causes & effects • Categorising • Providing reasons	Why do I need to do this? How would it change from your old plan? Which method would be better? What would cause you to change this plan? How will you categorise this plan? What would be the benefits?

Evaluation (what if, so what and what next)	
• Considering implications • Offering solutions • Making recommendations • Drawing conclusions	Is the plan achievable or reasonable? What problems will you encounter with the new plan? What could be the solutions? Overall conclusion.

Academic Resolutions: Table 3 Student

10 resolutions: Go through each one describing what you will do and then apply the critical thinking skills of analysis and evaluation. Add as much information as you can.

Resolution	Description 1.What will you do?	Analysis 2.Why will you do it? 3.How will it change from before?	Evaluation 4.Is it achievable? 5.What are the potential problems?
0. Healthy habit: give up smoking (example)	• Vaping. • Nicotine patch. • NHS smoking. app.	2.Money (£40 a-week). Health (lung disease / COPD / asthma). 3.Tried in past / better self-control now.	4.Achievable if I remove the 'triggers' to have a cigarette. 5. Friends / relaxing motivation.
1. Create a better study plan.			
2. Take better class notes.			
3. Get homework / assignments completed one-day before the deadline.			
4. Participate in class more actively.			
5. Focus on learning not just grades.			
6. Get more sleep.			
7. Practice healthy habits.			
8. Get more involved on campus.			
9. Reduce social media / video games time.			
10. Prepare for life after college.			

Seminar questions

1) Create a definition of a resolution. Use the definitions and associated language words in task 2.

2) Which of these resolutions have you done in the past and were successful? Why?

3) Which of these resolutions have you done in the past but failed? Why?

4) Which of these academic resolutions would you like to implement? Why? When? How?

5) Which of these academic resolutions will be the hardest to achieve? Why?

6) Through your investigation of a resolution(s), what was the most interesting point you found?

7) Is there anything you would like to do which is not on the academic resolution list?