

Academic Critical Reading and Writing

Overview:

About 60 commonly mistaken expressions will be discussed, 2/day. Present tense (Ch1), past tense (Ch2), modals (Ch4), passive voice (Ch5), count/non-count nouns and other noun issues (Ch6), relative clauses (Ch10), coordinating conjunctions and transitions (Ch11), adverb clauses (Ch12), conditionals (Ch13), noun clauses (Ch14), and reported speech (Ch15) will be taught and practiced.

Meanwhile critical reading skills (understanding, seeing semantic and grammatical relationships, making connections, seeing implications and reading between the lines) will be developed through reading/analyzing/discussing selected articles intended for L1 readers and critically reading the simpler articles intended for L2 readers in the textbook. Reading quizzes are developed for both textbook articles and L1 articles. There are two practice L1 articles before L1 article quizzing begins.

Students also engage in extensive reading, as they are required to read 4-6 books or 400-600 pages of level-appropriate books from the SALC. This reading amounts to roughly 10 pages per day, but occasionally 100 pages of reading may be assigned over a weekend. Near the end of the session, students are asked to write an essay in class related to what they have read.

Vocabulary encountered in the textbook, articles, writing practice and class discussions is recorded on a vocabulary list. Students must review this list often as vocabulary quizzes requiring students to select terms appropriate to sentence context are administered.

Writing is developed through in-class practice, peer reviews, teacher reviews, and self-revision. Nearly all writing assignments are revised once more after they are graded, and students reflect in writing about what they learned. Topics are generally taken from the textbook writing sections, but even occasionally from the grammar practice sections, as the text seems to push learners very well toward productive grammar. Writing also includes a "research paper" assignment, in which students are provided two articles related to a third article we have used in class. Students must critically read the articles, and summarize, compare and contrast, and evaluate their arguments.

Grammar is productive. Students create sentences, and paraphrase and improve poorly written examples, focusing on making them impersonal and more sophisticated through vocabulary and sentence structure. They also read grammatical explanations and complete plenty of practice exercises provided in the textbook. These exercises are reviewed as necessary in class, based on student requests and the teacher's experience.

Seven Week Plan for ACRW

(Each unit in *Grammar Sense 4* contains in-class reading, grammar, in-class writing and outside writing, with associated feedback and discussions)

Week 1

Intros, Syllabus, Diagnostic writing, Commonly Confused Words (CW) #1-10, Sounding Sophisticated, Unit 1, “Conscientiousness” article, Begin Unit 2

Week 2

Unit 2, Unit 4, “Laundry” or “School Lunch” article, CW 10-20

Week 3

Unit 5, Unit 6, Vocab quiz, Grammar quiz, CW 21-30

Week 4

Unit 10, Unit 11, Vocab quiz, grammar Quiz, CW 31-40

Week 5

Unit 12, Unit 13, “research paper,” “Forgetting,” or “Youth Court,” CW 41-50

Week 6

Unit 14, Unit 15, grammar quiz, vocab quiz, final essay prep, course eval

Week 7

Final essay, reading final, grammar final, additional reading, Read 180 test if necessary

Eight-Week plan is the same only stretched out a bit

Day by day plan for 7-week session:

Day 1

Intros
Confusing words (CW): according to, acknowledge
Sound academic and sophisticated
HW: diagnostic essay

What is your plan for improving your grammar, reading and writing skills as much as possible this session? What is different about your plan this session from those of previous sessions?

Day 2

Collect diagnostic essay
Syllabus
CW: against, agree
Begin "conscientiousness" (1st three para.)
Unit 1 reading and worksheet
HW: finish worksheet, pp. 4-6, B2, B3, B4, B5 (email to me), B7

Day 3

Return diagnostic essay
Discussion sheet with errors from diagnostic essay
CW: almost/most/most of the, analyze/analysis
"Conscientiousness" next 3 para. (worksheet)
Review reading worksheet, focus on how to describe data
HW: revise essay. From diag essay and list principles learned, C1 (due tomorrow), C4 (due Sat 8PM)

Day 4

CW: at first/first, aware
Finish "conscientiousness"
Review grammar homework
C2 change example to academic
Drop Everything And Read (DEAR)

HW: continue to read SALC books, continue and revise C4 composition, send by Sunday 9PM

Day 5

CW: back, based on
Peer review Ch. 1 C4
Chapter 2 "Ripening" reading and quiz

HW: 5 things learned from C4, read pp. 18-19, do B2, B4, Write B5 neatly and bring in for peer review

Day 6

Address list
Return "Ripening" and discuss
CW: character/characteristic; choose
Review grammar HW, especially B5
Begin "Laundry" article
C3, C6 (not parents)

HW: read pp. 23-24, C2, C4A, C5

Day 7

Hand out ACRW reading records for SALC reading
Review Grammar HW
CW: compare/comparing, consider
"Laundry" finish
Ch. 2 D1 and D2

HW: D4 by 9PM, I'll send feedback, revise and send by 8AM

Day 8 (11:55 end)

Return D4 revisions
CW: consist, contact
C4 modals and reading quiz

No class on Friday, so

HW: read pp. 54-56, do Ch. 4 B2, B3, B4A, B5A2, B6A, Read pp. 62-63, do C2, C3 #4, C4A (write and bring in for review), C6, D1

Day 9

CW dead/died, decide
Review Ch. 4 HW
Begin Passive voice (Unit 5) reading and worksheet

HW: Ch. 4 D3 by tomorrow 4PM for grade, finish worksheet, prepare for grammar quiz

Day 10

Review passive voice worksheet
Grammar quiz
CW: decline, discuss
B6, B7

HW: read pp. 76-78, do B2, B3, B4, B5, B8 A, B9

Day 11

Return Grammar quiz

Return Ch. 4 D3 (graded outside writing)

CW: Due to, even/even if/even though

Review HW

Ch. 5 C1, C2, C3

In-class writing C4 first prompt (30 minutes for 2 paragraphs)

HW: Revise Ch. 4 D3 and send list of points learned, Ch. 6 Reading and worksheet, read 92-95, do B2, B3, B4 (a & b), B5, B6

Day 12

CW: health, image

Review HW reading worksheet and grammar

p. 99 meaning and use

Ch. 6 C3 (hyphenated adjectives), C6 (prepositions)

HW: C9, D3 (for grade, bring in for peer review tomorrow)

Day 13

Vocab Quiz

CW: impact, influence

Ch. 6 D1

Peer review of D3

DEAR (if possible)

HW: Read 100 pages in SALC reading over three-day weekend

Day 14

Gerunds and infinitive worksheet

Group 1

I deeply regret giving up studying French in high school. I clearly remember having to choose between continuing to study French or studying advanced placement (AP) science courses in high school. I had reached the point in French proficiency when I could start speaking in French without having to think in English first and then to translate. I did not realize it then, but that is a critical point at which rapid progress can be made in acquiring a language. Unfortunately, the schedule at my high school did not allow taking nine courses in one semester, so I had to stop studying French.

Writing on reading experience

By this time in the session, you should have read at least 200 pages of extensive reading for homework. Please describe your experience including what and how much you have read, how you did it, how you felt about doing it and how you felt while you were doing it. Also, include a short evaluation of the material you have read. Provide reasons for your evaluation.

In this class, you have done intensive reading (examining texts carefully and thinking critically about them) in the classroom and extensive reading (reading large amounts relatively quickly and for pleasure) outside of the classroom. Which technique do you believe to be more effective? Provide reasons and examples to support your opinion.

CW: Instead, It is hard/easy

Ch. 10 Reading Quiz

HW: Read pp. 172-5, do B2, B3A, B4A, B5A, B7, B8, B9A

Day 15

Return in-class writing

CW: lack, lose

Return reading quiz and discuss

Review HW

C3, C5

Model of leader composition

HW: list of lessons learned from in-class writing, D1, D3 for grade due Friday 3PM

Day 16

Vocab quiz

Review D1, do D2 (reading)

Ch. 11 reading quiz

Ch. 11 B4, C2, C3

HW: Read pp. 192-4, do B2, B3, Read pp. 197-200, do C5, D1

Day 17

CW: obese, occur

Review HW

B4, C2, C3, C4

DEAR

HW: read 100 pages in SALC book

Day 18

This weekend, for the second consecutive weekend, you were asked to read 100 pages in your SALC book. Were you able to do so? Compare and contrast your reading experiences over the past two weekends. Also, are the long reading assignments accomplishing their purpose?

Return Ch 10 D3 writing

CW: one of the, oppose

Ch. 11 D2, p. 207 pink and 208, D3

HW: list of things learned from Ch. 10 D3, D4 for grade due Wednesday 3PM

Day 19

Infinitives and gerunds sheet

CW: pay attention, percentage

Grammar Quiz

Research paper topic: James Brown

Begin reading and discussing "Soul Brother ..."

Write summary (models given here)

James Brown, the Rock and Roll Hall of Famer, is in prison without parole until 1992, serving a six-year sentence. He works in the cafeteria there and directs the church choir. His troubles began with IRS and marriage problems, but culminated in his arrest and imprisonment after being involved in a high-speed car chase with Georgia police, who finally ended the chase

by shooting out his tires. Brown had also been in jail for three years for breaking into cars when he was a teenager, but after that, he formed a band. He was so successful that he had 15 number one hits and even visits with several presidents. Now he feels abandoned, but he is eager to return to Show Business (Stanley, 1991). (124 words)

Read “Soul Godfather James Brown dies ...”

Write synthesis: What information is contained in both articles? What information is unique to only one? Why do the differences exist? (Consider the author’s purpose and point of view.) What conclusion(s) can you draw about James Brown?

Stanley (1991) and AP (2006) both contain information about James Brown’s successful music career and his two stints of imprisonment. The AP (2006) article clarifies and supplements the Stanley (1991) article in several ways. First, it informs us of what happened with Brown’s parole. The Stanley article ends with Brown in prison, not eligible for parole until 1992, but here it becomes clear that he was paroled in February, 1991, after serving only 15 months of his six-year sentence. Furthermore, South Carolina eventually pardoned him for his crimes there. It seems the world still liked James Brown, in contrast to Brown’s opinion conveyed by Stanley that the world had forgotten him. In addition, the AP article describes Brown’s childhood in greater detail, describing where he was born (Barnwell, S.C.) and how he was abandoned by his parents at the age of 4, being cared for by friends and relatives in Augusta, GA. It also states that Brown served three years and six months in a reform school, rather than a prison, as might be mistakenly inferred from Stanley (1991). Finally, the AP article relates that Brown remarried and had a son, that his third wife Adrienne died from misuse of drugs, and that he probably died of pneumonia at the age of 73 after having successfully revived his career after his release from prison. These differences exist because Stanley (1991) was writing an appeal to the public on behalf of Brown, and AP (2006) was similar to a eulogy. James Brown was truly an innovative, hard-working, and popular musical talent, but his success combined with his difficult upbringing seemed to contribute to his excessive and careless lifestyle. (277 words)

HW: Ch. 12 Read pp. 214-216, Do B2, B3A, B5, B6, B7

Day 20

Return Grammar quiz

Finish "College Drinking Problem" with reading quiz

Distribute "Alcohol" articles and discuss analysis paper (Handout)

"Research paper" due in one week

CW: proud, relax

HW: D1, D2, D3

Day 21

Return "College Drinking Problem"

Review HW

CW: same/similar, search

Reading and writing on Intro to Ch. 12 "Superstitions"

HW: Read 240-243, B2, B3, B4A, B6, Read 248-250 C2A, C4A, C5A, C7

Day 22

Return "Superstition" writing

CW: stress, success

Read and discuss Ch 13 Intro

Group writing: What if Ken had gone to China

Review HW

Ch. 13 D1, read p. 257

DEAR

HW: Read 100 pages, research paper

Day 23

CW: the key to, through/throughout

Intro to Ch. 14 "E-Waste" Read and worksheet

Ch. 14 C1, C2, C3

HW: Read pp. 264-7, Do B2, B4, B5, B7, B8

Day 24

CW: trustworthy, use/usage

Review HW

Intro Ch. 15 "Pinocchio" Reading and worksheet

Ch. 15 C1, C2

HW: Read pp. 284-288, Do B2, B3, B4, B5, B7, B8, B9, B10, B12

Day 25

1. Some anthropologists believe that humans never could have reached their current state of prominence on the earth without pets such as cats and dogs. Others argue that such pets have had little impact on human society. Which position do you agree more with? Explain your position with reasons and examples.

2. Beauty contests such as the “Miss Universe Pageant” have existed for decades. Some believe such contests are beneficial to women and to society. Others believe they only promote “lookism.” Which position do you support more? Explain your position with reasons and examples.

Vocab Quiz 3

CW: Whereas, whether

Sample essays and explanations of 7 vs. 6

Review HW

HW: Finish research papers

Day 26

Return vocab quizzes

Collect research papers

School lunch reading and quiz

Practice essay

HW: SALC reading

Day 27

Course evaluations

Return research papers and practice essays

Grammar Quiz 3

Free writing

DEAR

HW: 100 pages of SALC reading

Day 28

Return grammar quiz

Grammar review

Writing: Your peaceful place (T also writes on board for class to read)

Final essay

Day 29

Practice reading “USDA Sets Guidelines for Healthier School Meals”

Reading final

Day 30

Grammar practice

Grammar final

“Worldwide Triumph of English” article, read and discuss

SALC reading

Day 31

“Moon Dust” article, read and discuss

Grades and announcements