

# University of Global Village (UGV), Barishal Department of English BA (Hons) Program

#### **Course Outline**

**Course code: ENG-0231-1205** 

Course title: Intermediate Reading and Writing

**Course Teacher: Sunanda Mondal** 

**Course type: Core course** 

**Credit Value: 3** 

Total Marks: 150

**Contact Hours: 51 Hours** 

#### Rationale of the course:

This is an intensive reading and writing course for student who are non-native speaker of English. It includes different branches writing and reading including skimming, scanning, previewing and making and describing table, bar and pie charts etc. Focus on several different forms of writing with particular attention devoted to analysis and argument. Help to develop individual intensive writing and reading skills ,revising and evaluation different ideas. Students learn to craft impactful arguments and creating writing and read any content impactfully.

#### **Course Objective:**

By the end of the course, students will learn to preview and analyze any text and describe it in more creative and different manner.

#### Course Learning Outcomes: at the end of the course, the student will be able to-

CLO 1	Demonstrate knowledge and understanding of basic ideas about different rules of reading.	Remember and Understand
CLO 2	Skim and scanning a text for general meaning and specific information.	Understand and Analyze
CLO 3	Increase and writing speed.	Apply
CLO 4	Develop effective writing skill.	Evaluate
CLO 5	Create and defend a position using appropriate evidence.	Create
CLO 6	Re-write any text to evaluate its value	Create

PLOs/CLOs	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	왕 /	<b>✓</b>	<b>/</b>	<b>√</b>	73-1	(2,1)
PLO2	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	1321
PLO3	/		<b>✓</b>			
PLO4	/					<b>√</b>
PLO5						<b>✓</b>
PLO6					<b>✓</b>	<b>✓</b>
PLO7		<b>✓</b>	<b>✓</b>		<b>✓</b>	<b>✓</b>
PLO8		<b>✓</b>	<b>✓</b>	V	7/1/_	
PLO9	1			//	<b>/</b>	-/
PLO10		1 / /-	<b>/</b>			
PLO 11	<b>✓</b>	<b>✓</b>	<b>✓</b>		<b>✓</b>	<b>✓</b>
PLO 12				<b>V</b>	<b>✓</b>	<b>✓</b>

#### 1. Topics to be covered/ Content of the course-

Time Frame	Topics	Topic Details	Teaching Strategies	Assessment Strategy	Alignment to CLO
Week 1	Reading	<ul> <li>Basic concept</li> <li>Reading Activities</li> </ul>	<ul> <li>Introductory Lecture</li> <li>Interactive demonstration</li> <li>Showing PPT</li> </ul>	<ul><li>Class attendance</li><li>Class performance</li><li>Presentation</li></ul>	CLO 1, 2 and 4
Week 2	Comprehension	<ul><li>1. True/ False</li><li>2. MCQ</li><li>3. Question Writing</li></ul>	<ul><li>Lecture with multimedia presentation</li><li>Interactive discussion</li></ul>	<ul><li>Class attendance</li><li>Class performance</li><li>Group discussion</li></ul>	CLO1 and
Week 3	Comprehension	Summarizing Paraphrasing Making Sentence	Lecture with PPT and     Demostratio n	<ul><li>Class attendance</li><li>Class performance</li><li>Group discussion</li></ul>	CLO 1, 2 and 4
Week 4	Proof Reading and Error Correcting	Spelling mistakes Punctuation errors (e.g., commas, periods, apostrophes) Grammatical errors (e.g., subject-verb agreement, pronoun use)	<ul> <li>Lecture with multimedia presentation</li> <li>Practical Demonstrati on</li> </ul>	<ul><li>Class attendance</li><li>Class performance</li><li>Mid exam</li></ul>	CLO 2 &3

			1106		
Week 5	Test on Comprehension	<ul> <li>Understand the main idea of a passage.</li> <li>Identify supporting details.</li> <li>Make inferences.</li> <li>Analyze the author's purpose and tone.</li> </ul>	Question Paper	<ul><li>Class attendance</li><li>Class performance</li><li>Mid exam</li></ul>	CLO 2 CLO 3
Week 6	Basic Concept of Writing	<ul><li>Definition</li><li>Types</li><li>Writing Activities</li></ul>	<ul> <li>Pictorial presentation</li> <li>Lecture with multimedia presentation</li> <li>Practical Demonstrati on</li> </ul>	<ul><li>Class attendance</li><li>Class performance</li><li>Group discussion</li></ul>	CLO 5 CLO 4
Week 7	Creative Writing Prompts	1. Discussing writing styles and process	<ul> <li>Lecture with Multimedia presentation</li> <li>Interactive demonstrati on</li> </ul>	<ul><li>Class attendance</li><li>Class performance</li><li>Mid exam</li><li>Assignment</li></ul>	CLO 4 CLO 5
Week 8	Vocabulary Development	<ol> <li>Word roots,         prefixes, and suffixes.</li> <li>Academic vocabulary         building.</li> <li>Synonyms,         antonyms, and context clues.</li> <li>Collocations and         idiomatic expressions</li> </ol>	• Lecture • PPT	<ul> <li>Class attendance</li> <li>Class performance</li> <li>Mid exam</li> <li>Assignment</li> </ul>	CLO 5 CLO 6
Week 9	Composition	<ul> <li>Definition</li> <li>How to write</li> <li>Structure</li> <li>Content</li> </ul>	<ul><li>Lecture</li><li>Interactive demonstrati on</li><li>PPT</li></ul>	<ul><li>Class attendance</li><li>Class performance</li></ul>	CLO 2 CLO 3

Week 10	Argumentative Writing	<ul><li>Definition</li><li>How to write</li></ul>	<ul> <li>Lecture with multimedia presentatio n</li> <li>Interactive demonstrati on</li> </ul>	<ul> <li>Class attendance</li> <li>Class performance</li> <li>Final exam</li> </ul>	CLO 2 CLO 5
Week 11	Test on Writing	1. Creativity 2. Clarity 3. Organization 4. Spelling and grammar	• Question Paper	<ul><li>Class attendance</li><li>Class performance</li><li>Exam</li></ul>	CLO 5 CLO 4
Week 12	Graph and table	<ul> <li>Steps of writing it</li> <li>What not to include.</li> <li>Practical writing</li> </ul>	<ul> <li>Lecture with demonstrati on</li> <li>Interactive demonstrati on</li> </ul>	<ul> <li>Class attendance</li> <li>Class performance</li> <li>Final exam</li> <li>Presentation</li> </ul>	CLO 2 CLO 5
Week 13,14	Paragraph Writing	<ul> <li>Types</li> <li>Rules for using Connectors</li> </ul>	<ul><li>Lecture with Multimedia presentation</li><li>Discussion</li></ul>	<ul> <li>Class attendance</li> <li>Class performance</li> <li>Final exam</li> <li>Assignment</li> </ul>	CLO 2-3
Week 15	E-mail Writing	<ul> <li>How to write</li> <li>What to include</li> <li>What not to include</li> </ul>	<ul> <li>Lecture with Multimedia presentation</li> <li>Discussion</li> <li>Showing textual example</li> </ul>	<ul> <li>Class attendance</li> <li>Class performance</li> <li>Final exam</li> </ul>	CLO 4&5

Week 16	Common Mistake in Academic Writing	Discuss the key elements of the course	<ul><li>Lecture with Multimedia presentation</li><li>Discussion</li></ul>	<ul> <li>Class attendance</li> <li>Class performance</li> <li>Final exam</li> </ul>	CLO 2 CLO 3	
Week 17	Revision and Problem solving	Answer all the course relater questions	<ul><li>To have expertise in every topic</li><li>To solve their doubt.</li></ul>	<ul> <li>Class attendance</li> <li>Class performance</li> <li>Final exam</li> </ul>	CLO 3 CLO 5	

#### **Recommended Readings:**

Friends Language (Grammar, Reading Comprehension Writing Composition) by Professor Dr. Johirul Hague, Dr. Binoy Barman, Professor Md Ataul Hague (Editor) Professor S M Amanullan (Editor)

English for Professional and Academic Purposes edited by Miguel F. Ruiz-Garrido, Juan Carlos Palmer, Inmaculada Fortanet-Gómez From Paragraph to Essay by Maurice Imhoof, Herman Hudson

#### **ASSESSMENT PATTERN**

#### **Assignment/ Presentation:**

The topic or case studies will be given as assignment during the class which they have to prepare at home and will submit on or before the due date. No late submission of assignments will be accepted. Students will have to do the presentation on the given topic.

#### **Quizzes:**

One Quiz Test will be taken during the semester; this test will be taken after midterm. No makeup quiz test will be taken. Students are strongly recommended not to miss that test.

#### Viva-Voce:

At the end of the semester, the students must appear before a board of faculty from their course, who will assess them on topics they have covered. The department may invite external faculty to assess the students.

#### **ASSESSMENT PATTERN**

Pe	Total Marks er Credit 50 Marks
3 Credits Course	150 Marks
2 Credits Course	100 Marks
CIE	60%
SEE	40%

#### **CIE- Continuous Internal Evaluation (90 Marks-60%)**

Bloom's Category Marks (out of 45)	Tests (45)	Assignments (15)	Quizzes (10)	External Participation in Curricular/Co-Curricular  Activities (20)
Remember	5		05	
Understand	10	05	05	
Apply	05	10		Attendance : 10
Analyze	10			Viva-Voce : 10
Evaluate	05			
Create	10			

#### SEE- Semester End Examination (60 Marks-40%)

Bloom's Category	Tests
Remember	10
Understand	5
Apply	10
Analyze	10
Evaluate	5
Create	20

		JOUR 3		
Week 1	Reading	<ul> <li>Basic concept</li> <li>Reading Activities</li> </ul>	<ul> <li>Introductory Lecture</li> <li>Interactive demonstrati on</li> <li>Showing PPT</li> </ul>	• Class attendance • Class performance • Presentation  CLO 1, 2 and 4

# COMPREHENSION strategies

# LESSON OBJECTIVE

I will be able to apply comprehension strategies when reading various texts.

# VISUALIZE IT

Create mental images as you read through the text.

# PREDICT

Use the title, text and illustrations to make predictions about what you think may happen.

# QUESTION

Stop and ask questions to make sure what you read makes sense. Go back and reread if you are unsure.

# CONNECT

Relate the text to yourself, other texts and the world around you by making connections.

# INFER

Use your background knowledge and clues from the text to draw conclusions and fill in gaps.

# DENITFY



Look for main ideas, important details, themes in the text and identify the authors purpose.

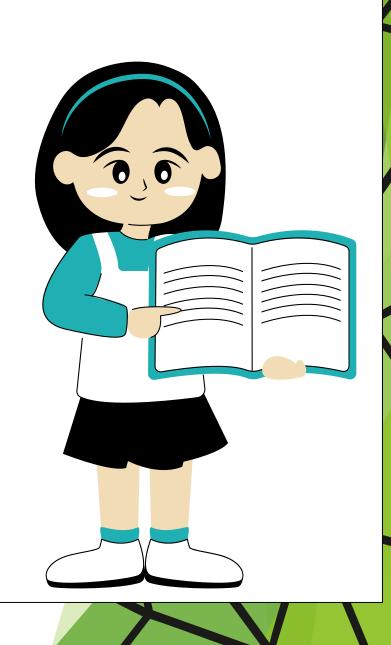
# EVALUATE

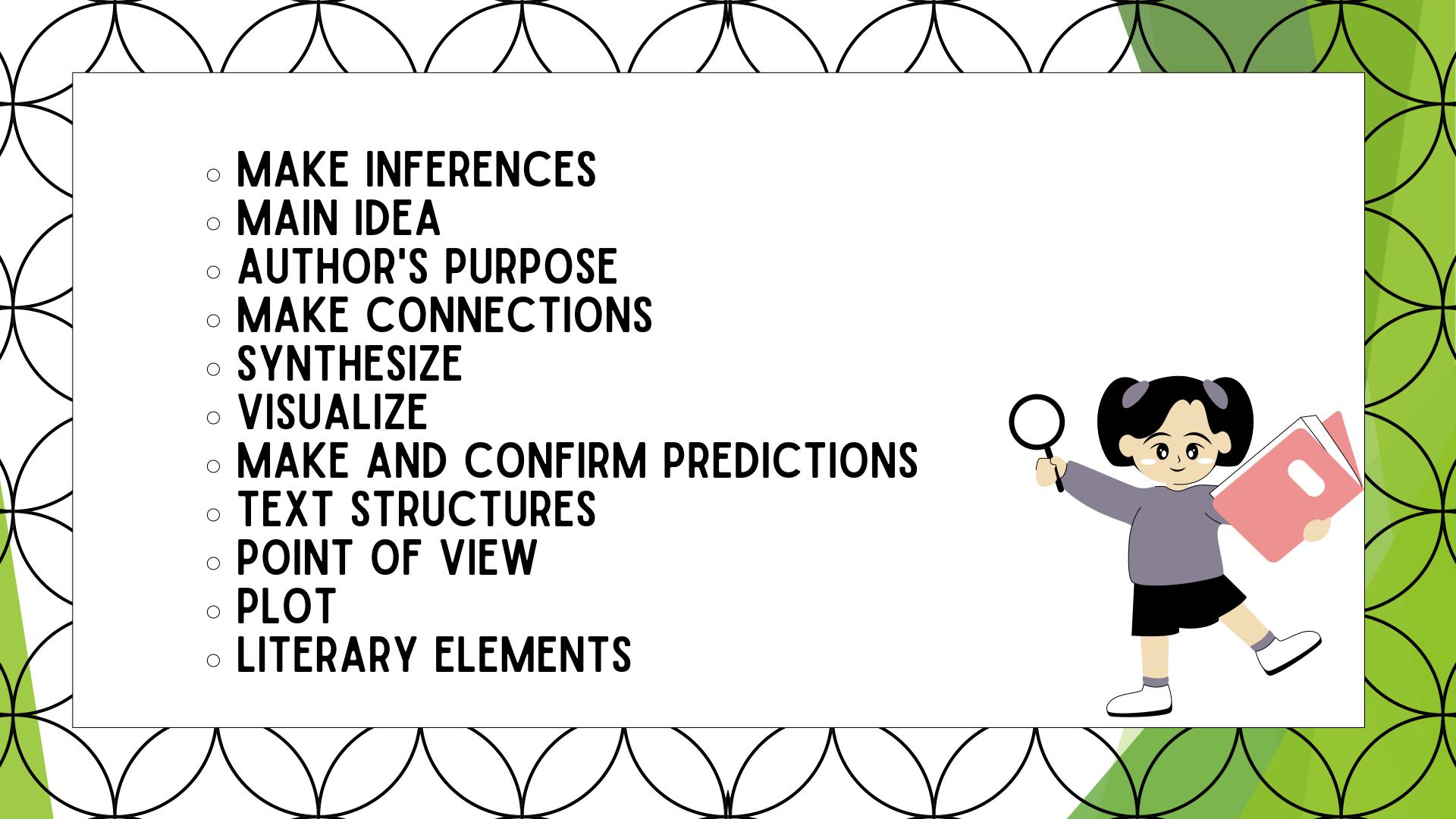
Think about the text as a whole and form opinions, make judgments, and develop ideas from the reading.

# SUMMARIZE

Retell the most important parts of the story in your own shortened version.

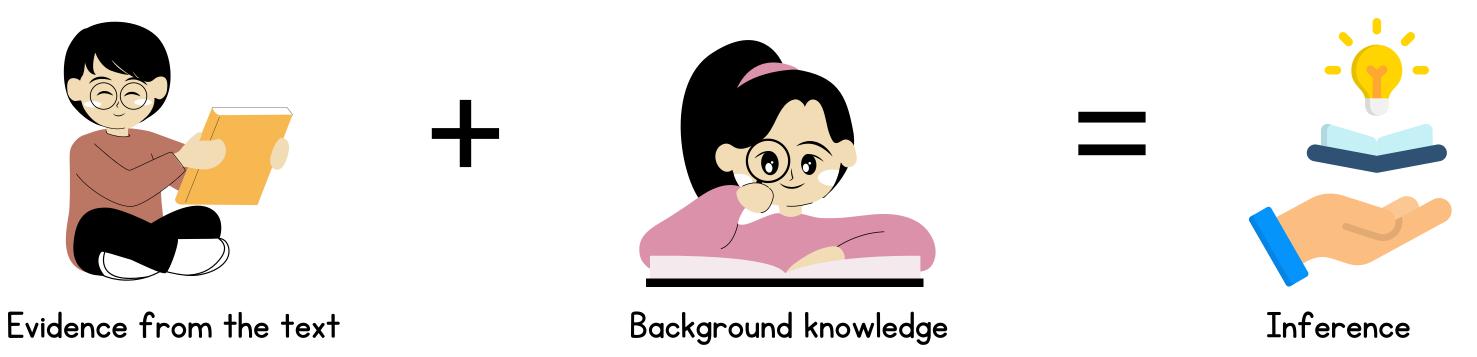
# READING COMPREHENSION STRATEGIES





### MAKE INFERENCES

Authors may not say everything in a text. When you make inferences, you use clues to make a smart guess about something the author does not tell you. Use clues from the story and your prior knowledge to make an inference.

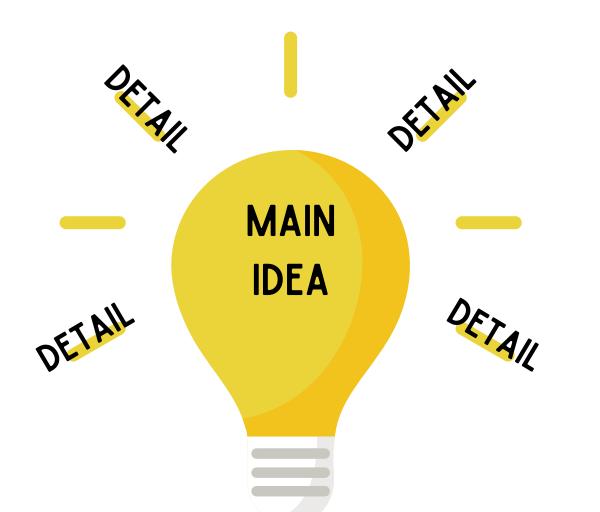


### MAIN IDEA

The main idea is what the text is mostly about. Evaluate details to determine key ideas that support the central idea.

#### LOOK FOR CLUES IN THE TEXT

- headings
- visualls
- o first or last sentence
- o repeated words



### AUTHOR'S PURPOSE

How can you figure out the author's purpose? First, think about the genre and then ask questions about what you read. The author's purpose is the reason why the author wrote the text and helps us recognize the author's message and read with more understanding.

#### **PERSUADE**

The author tries to persuade the reader to think or act in a certain way.

#### **INFORM**

The author gives facts and shares information about a topic.

#### **ENTERTAIN**

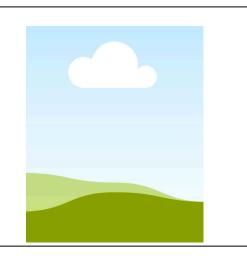
The author wants readers to enjoy a story.

### MAKE CONNECTIONS

Good readers make connections with texts that they read.

#### **TEXT TO SELF**

Connect the text to your life and experiences.



#### **TEXT TO TEXT**

Connect the text to another text you have read.



#### **TEXT TO WORLD**

Connect the text to real-world events.



#### **TEXT TO MEDIA**

Connect the text to what you have seen or heard in the media.



## SYNTHESIZE

When you synthesize, your thinking changes and you form new ideas.

At first I was thinking...

because...



While reading I was thinking... because...



By the end I was thinking... because...



New understanding

## VISUALIZE

When we read, we must use our senses to form images in our minds.



### MAKE AND CONFIRM PREDICTIONS

A prediction is an assumption you make about what is going to happen in a selection or story.

#### BEFORE READING

- Look at the cover and read the title.
- Think about the characteristics of the genre, text structure, text features and illustrations.
- Think about what you know about the topic.
- Then predict what the text will be about.

#### WHILE READING

- Stop and think about what you read.
- Reread confusing parts.
- Create mental images to visualize what is happening.
- Make connections with what you read.
- What do you think will happen next?

#### AFTER READING

- Confirm or adjust your prediction.
- Summarize and synthesize main themes and ideas.
- Analyze information from the text.
- Ask yourself: Was I right?

## TEXT STRUCTURE

The way in which the author organizes the text. The structure of the text helps us clearly understand and predict events.

COMPARE AND CONTRAST	CAUSE AND EFFECT	SEQUENCE	PROBLEM AND SOLUTION
Describe how things are alike and how they are different  DIFFERENCES  Tro SIMILARITIES  an	Explain what happened and why it happened  To a control of the con	Explain the events in order  Transition words: before, first, next,  the FIRST NEXT LAST	Explain how a problem is solved  Train, soludiff  PROBLEM SOLUTION

## POINT OF VIEW

The perspective in which the narrator tells the story. Who is talking? Who tells the story?

#### FIRST PERSON

A story told from the first-person point of view is told by a narrator who is a character in the story. Readers learn about the other characters from what they tell the narrator.





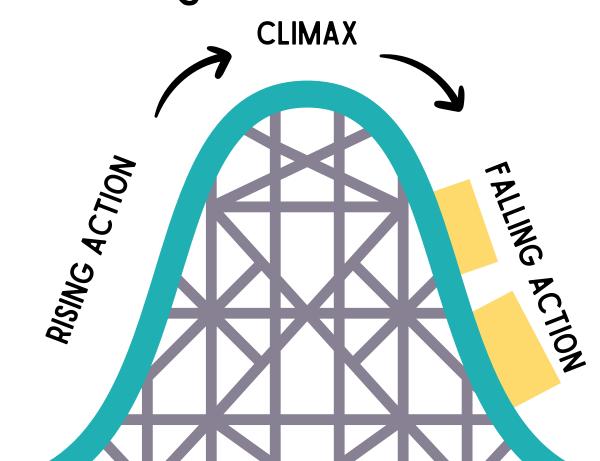
#### THIRD PERSON

A story told from the third person point of view has an external narrator. The narrator is not a character and can tell readers everything the characters say, do, and think.

he she they

## **PLOT**

The plot is the sequence of events that take place in a story. It includes the characters, setting, and events.



#### **EXPOSITION**

Essential background information about the characters and setting.

#### **RESOLUTION**

The conclusion to the story that reveals the solution to the problem or conflict.

### LITERARY ELEMENTS

Literary elements are the different parts that make up a story.

#### **CHARACTERS**

The people and animals in a story. What do they say and think? What do they do? What do the other characters say and think about them?



### SETTING

Where and when the story takes place.



#### **PLOT**

Conflict: The main problem that the characters face.
Solution: How the conflict or problem is resolved.



#### **EVENTS**

The events that occur in the story to change a character, affect the mood, or build the plot.

Week 2	Comprehension	1. True/ False 2. MCQ 3. Question Writing	<ul> <li>Lecture with multimedia presentation</li> <li>Interactive discussion</li> </ul>	<ul> <li>Class attendance</li> <li>Class performance</li> <li>Group discussion</li> </ul>	CLO1 and
Week 3	Comprehension	Summarizing Paraphrasing Making Sentence	• Lecture with PPT and Demostratio n	<ul> <li>Class attendance</li> <li>Class performance</li> <li>Group discussion</li> </ul>	CLO 1, 2 and 4

**English Language Arts** 

# READING COMPREHENSION



### INSTRUCTIONS

Take your time reading each short story. Think about what happens, then answer the questions using clues from the story. Remember—try your best and have fun while reading!

### OLLIE THE OCTOPUS

Ollie was a little octopus who loved to play hide-and-seek in the ocean. He hid behind seaweed, under rocks, and even in a sunken boat! His best friend, Sally the seahorse, could never find him. "Where are you, Ollie?" she called. "Right here!" Ollie giggled, popping out with a splash.

### QUESTIONS

- 1. What kind of animal is Ollie?
- 2. What game does Ollie like to play?

3. Where does Ollie hide when he plays?



### RAINY DAY FUN



It rained all day. No playground. No biking. Maya and her brother built a fort with blankets and chairs.

Inside the fort, they read books, told silly stories, and ate popcorn.

"We don't need the sun to have fun!" said Maya. They both smiled and kept reading.

### QUESTIONS

- 1. What did Maya and her brother do because it was raining?
- 2. What did they do inside the fort?
- 3. What did Maya say about having fun?



# BEN'S BIG SANDWICH

Ben was hungry. He wanted a BIG sandwich. He added peanut butter, jelly, cheese, pickles, and even banana slices! His sandwich was taller than his juice box.

When he took a bite—SQUISH!
—it all fell out! Ben laughed and
made a smaller sandwich instead.



### QUESTIONS

1. What did Ben put on his sandwich?

2. What happened when Ben took a bite of the sandwich?

3. What did Ben do after his sandwich fell apart?



# EMMA'S FAVORITE BOOK



Emma loved to read. Every night before bed, she picked a book from her big, colorful shelf.

One night, she found a new story about a girl and a dragon. Emma smiled as she turned the pages. "I feel like I'm inside the story!" she said.

When the book ended, She hugged the book and said, "I can't wait to read again!"





1.What did Emma do every night before bed?

2. What was the new story about in Emma's book?

3. How did Emma feel when she finished reading the book?

# SUMMARIZE

**CONVEY THROUGH KEY DETAILS IN THE TEXT** 

### LEARNING OBJECTIVE

Use details in the text to summarize the text.



#### WHAT IS A SUMMARY?

A summary is a brief overview or condensed version of a longer piece of text or content. It highlights the main points or ideas of the original content, without including every detail.



### READ THE TEXT

Start by reading the text carefully. Try to understand what it is about.



### FIND KEY DETAILS

Look for important details that support the main idea. These details help explain or give more information about the main idea.

# IGNORE THE LESS IMPORTANT PARTS

Not everything in the text is equally important. Ignore the small details and examples that are not crucial to understanding the main idea.



#### PUT IT IN YOUR OWN WORDS

Now, try to explain the main idea and key details using your own words. Don't just copy from the text. Use different words to say the same thing.



### KEEP IT SHORT

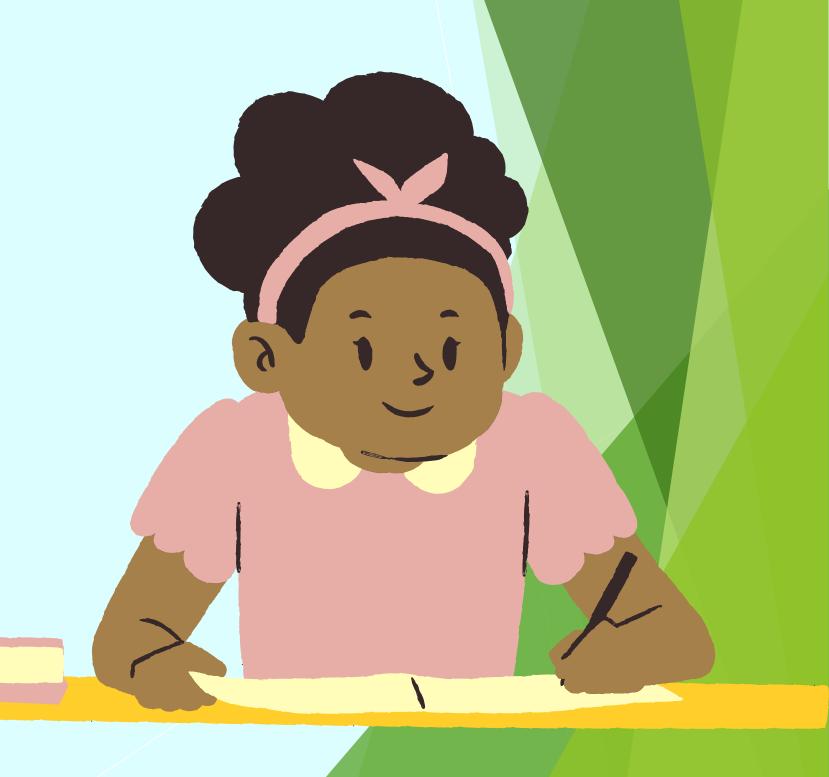
Remember, a summary is shorter than the original text. Try to express the main idea and key details in a few sentences. Make it concise and clear.

#### CHECK FOR UNDERSTANDING

Read your summary aloud or ask someone to listen to it. Does it make sense? Can others understand what the text was about based on your summary?

#### REMEMBER

Summarizing is a way to capture the most important information from a text in a shorter and simpler form. It takes practice, so keep trying! The more you practice summarizing, the better you will become at understanding and explaining what you read.



Practicing

# PARAPHRASING

# LEARNING OBJECTIVES

Define paraphrasing and explain its significance in academic writing, including how it differs from direct quoting.

Demonstrate the ability to apply key techniques for paraphrasing, such as changing sentence structure, using appropriate synonyms, and synthesising information.

### DEFINITION

Paraphrasing is the process of **rephrasing** or **restating** someone else's ideas or information in your **own words** while preserving the **original meaning**.

It involves changing the sentence structure, word choice, and sometimes the order of ideas, but without altering the underlying message or meaning of the source material.

# EXAMPLES

Education plays a crucial role in shaping an individual's future and job opportunities.



An individual's potential career prospects are significantly influenced by their education.

Storms are occurring more often and increasing in severity as a result of the dramatic changes in weather patterns caused by rising global temperatures.



Global warming is causing severe changes in weather patterns, leading to more frequent and intense storms.

It's important to recognize the difference between paraphrasing information and quoting directly from a source.

Both are used within academic writing for different purposes.

#### DIRECT QUOTATION

**Definition**: Using the exact words from a source, enclosed in quotation marks, with proper citation.

**Purpose**: To preserve the original wording, especially when the exact language is important for emphasis or accuracy.

**Example**: Meditation has been shown to "reduce stress and improve concentration".

#### PARAPHRASING

**Definition**: Rewriting someone else's ideas in your own words while keeping the original meaning intact.

**Purpose**: To show that you understand the source material and can integrate it into your own work.

**Example**: Practicing meditation can lower stress levels and enhance focus by allowing people to concentrate better.



### IMPORTANCE

Paraphrasing demonstrates your engagement with the source, your understanding of the information, and your ability to express it in your own words.

Proper paraphrasing ensures that you are not just copying the source material but are **contributing your own voice and analysis** to the discussion, which is essential for original academic work. This skill strengthens your arguments, supports your thesis, and seamlessly integrates research into your writing.

## AVOIDINGPLAGIARISM

Paraphrasing plays a vital role in **avoiding plagiarism**, which is the act of presenting someone else's work as your own.

By properly paraphrasing and citing the original source, you give credit to the original author, which maintains academic integrity and avoids the ethical pitfalls of plagiarism.

Mechanics of

# PARAPHRASING

Paraphrasing involves more than just rewording a passage; it's about accurately conveying the **original idea** in a **new form** while maintaining its **meaning**. Here are some key techniques to master effective paraphrasing!



# CHANGING SENTENCE STRUCTURE WHILE KEEPING THE MEANING INTACT

Alter the sentence structure by rearranging the order of ideas, changing the voice (e.g. active to passive), or breaking a complex sentence into simpler ones.

**Original:** "Meditation has been shown to reduce stress and improve concentration by helping individuals focus their minds and calm their thoughts."

**Paraphrased**: "Research indicates that meditation helps people concentrate better and relax, which in turn reduces stress and enhances mental clarity."

# 2

# USING SYNONYMS APPROPRIATELY WITHOUT ALTERING THE ORIGINAL CONTEXT

Replace key terms with synonyms, but ensure that the new words do not change the original meaning or introduce any inaccuracies.

**Original**: "Global warming is causing severe changes in weather patterns, leading to more frequent and intense storms."

**Paraphrased**: "Climate change is resulting in significant shifts in weather, leading to an increase in the frequency and severity of storms."



# COMBINING INFORMATION FROM DIFFERENT PARTS OF THE TEXT

#### **Synthesise**

information from various sections of the original text to create a cohesive paraphrase that encapsulates the main ideas in a more concise or integrated manner.

**Original:** "Exercise can improve cardiovascular health" (from paragraph 1). "Exercise also enhances mood and reduces symptoms of anxiety" (from paragraph 2).

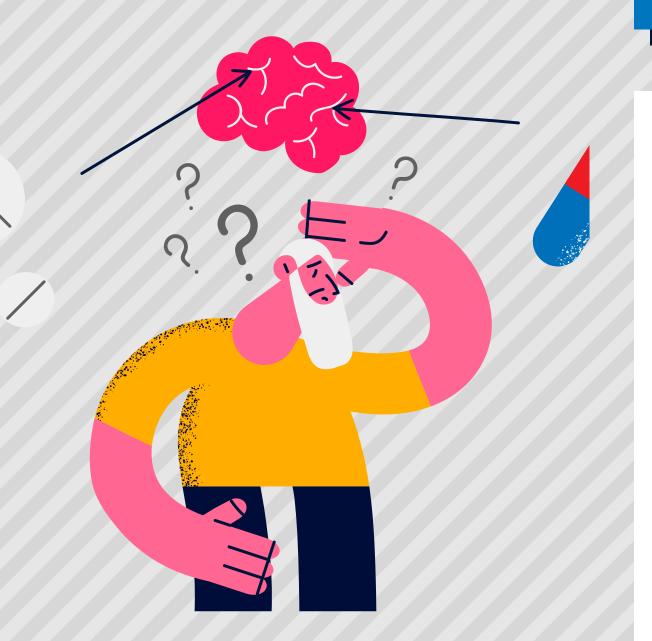
**Paraphrase:** "Regular physical activity not only boosts heart health but also elevates mood and alleviates anxiety symptoms."

### AWARNING

Merely swapping out words with synonyms or rearranging the order of sentences without a thorough understanding of the content is a common mistake when paraphrasing.

This approach can result in a paraphrase that is still **too close to the original**, which not only fails to demonstrate your own understanding but can also border on plagiarism. Additionally, this superficial rewording can unintentionally **alter the original meaning**, leading to inaccuracies or misinterpretations.





### REMEMBER

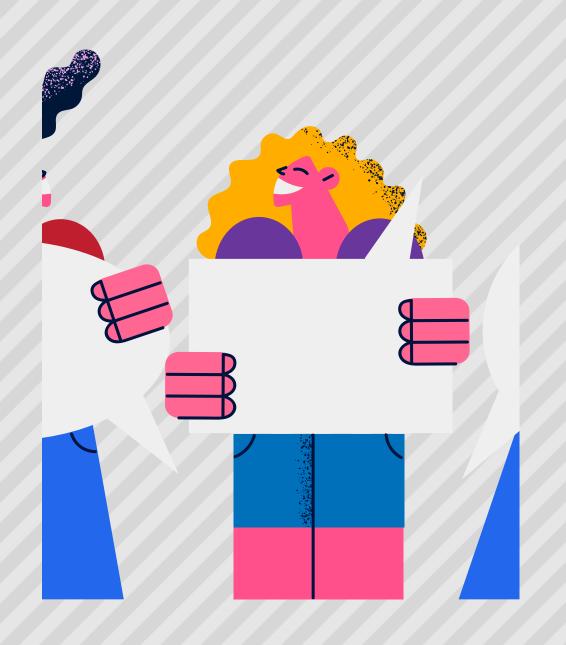
The most **important** thing to remember when paraphrasing is...

the

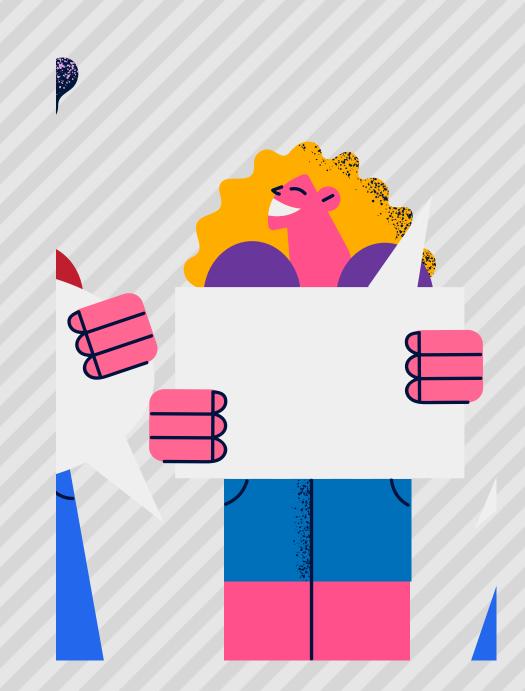
and

Ensure that

remains



Before we practice paraphrasing, let's look at some of the steps you should take that can help you paraphrase effectively.



# READ AND UNDERSTAND THE TEXT

- Carefully read the passage or sentence you need to paraphrase.
- Ensure you fully understand the meaning, context, and main ideas.

# MAKE NOTES IN YOUR OWN WORDS

- Write down the key points in your own words without looking at the original text.
- Focus on capturing the essence of the information rather than the exact wording.

3

# RE-WRITE THE INFORMATION

- Use your notes to create a new version of the information, rephrasing ideas in your own words.
- Change the sentence structure, use synonyms appropriately and combine or separate ideas as needed.

# 4

# COMPARE WITH THE ORIGINAL

- Check your paraphrase against the original text to ensure you've accurately conveyed the meaning.
- Make sure your version is distinct from the original in both wording and structure.

# YOURTURN



- 1. Choose one or more of the following practice passages.
- 2. Read and understand the original text thoroughly. Make notes without looking.
- 3. Rewrite the passage in your own words and structure while retaining the original meaning.
- 4. Compare your paraphrase to the original to check for accuracy and originality.

"Technology has revolutionised the education sector, providing access to a wealth of information and learning resources. Online courses and digital tools have made learning more accessible to students around the globe."

"Climate change poses a significant threat to biodiversity, leading to the extinction of numerous species. As habitats are altered due to rising temperatures and human activities, many animals and plants struggle to adapt."

"The practice of mindfulness involves being fully present in the moment and aware of one's thoughts and feelings without judgment. This approach can lead to reduced stress and improved emotional well-being."

"Social media has transformed the way we communicate, allowing people to connect instantly regardless of geographical barriers. It has changed not only personal interactions but also how businesses engage with customers."

Week 4	Proof Reading and Error Correcting	Spelling mistakes Punctuation errors (e.g., commas, periods, apostrophes)  Grammatical errors (e.g., subject-verb agreement, pronoun use)	<ul> <li>Lecture with multimedia presentation</li> <li>Practical Demonstrati on</li> </ul>	<ul> <li>Class attendance</li> <li>Class performa</li> <li>Mid exam</li> </ul>	cence CLO 2 &3
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# PROOFREADING & COPYEDITING

# LEARNING OUTCOMES



Utilize standard proofreading and copyediting symbols to efficiently and effectively make corrections to written documents.



Explain the differences between copyediting and proofreading, and how they each support the accuracy and clarity of written materials.



Demonstrate the ability to identify and resolve errors in grammar, spelling, punctuation, sentence structure, word choice, and formatting.

# WHATIS COPYEDITING?

Copyediting is the process of revising written text for clarity, accuracy, consistency, and correctness. It involves correcting mistakes in grammar, punctuation, spelling, and formatting, as well as ensuring that the text is consistent and the tone is appropriate.

It also involves checking for factual accuracy and verifying sources.



# CHARACTERISTICS OF A GOOD COPYEDITOR

#### ATTENTION TO DETAIL

A good copyeditor should be able to spot typos, spelling and grammar mistakes, and other errors in text and be able to accurately identify them.

#### KNOWLEDGE OF STYLE

A good copyeditor should be familiar with the style guide of the publication they are working with, as well as the house style, and be able to apply them correctly.

# CHARACTERISTICS OF A GOOD COPYEDITOR

#### MAKE SUGGESTIONS

A good copyeditor should be able to make suggestions to improve the clarity, tone, and accuracy of the text.

#### COMMUNICATION SKILLS

A good copyeditor should be able to communicate effectively with authors and editors in order to understand their vision and provide feedback in a constructive way.



# WHAT IS PROOFREADING?

Proofreading is the process of carefully reviewing written work for errors in grammar, spelling, punctuation, and formatting, as well as for overall clarity and accuracy.

It is usually done before a document is published or shared, and is an important part of the writing process.

# CHARACTERISTICS OF A GOOD PROOFREADER

#### ATTENTION TO DETAIL

Proofreaders need to be able to spot even the smallest errors in a text. They must be able to identify grammar mistakes, incorrect punctuation, and other mistakes.

#### KNOWLEDGEABLE

A proofreader needs to have a good command of the English language, including an understanding of grammar and spelling rules.

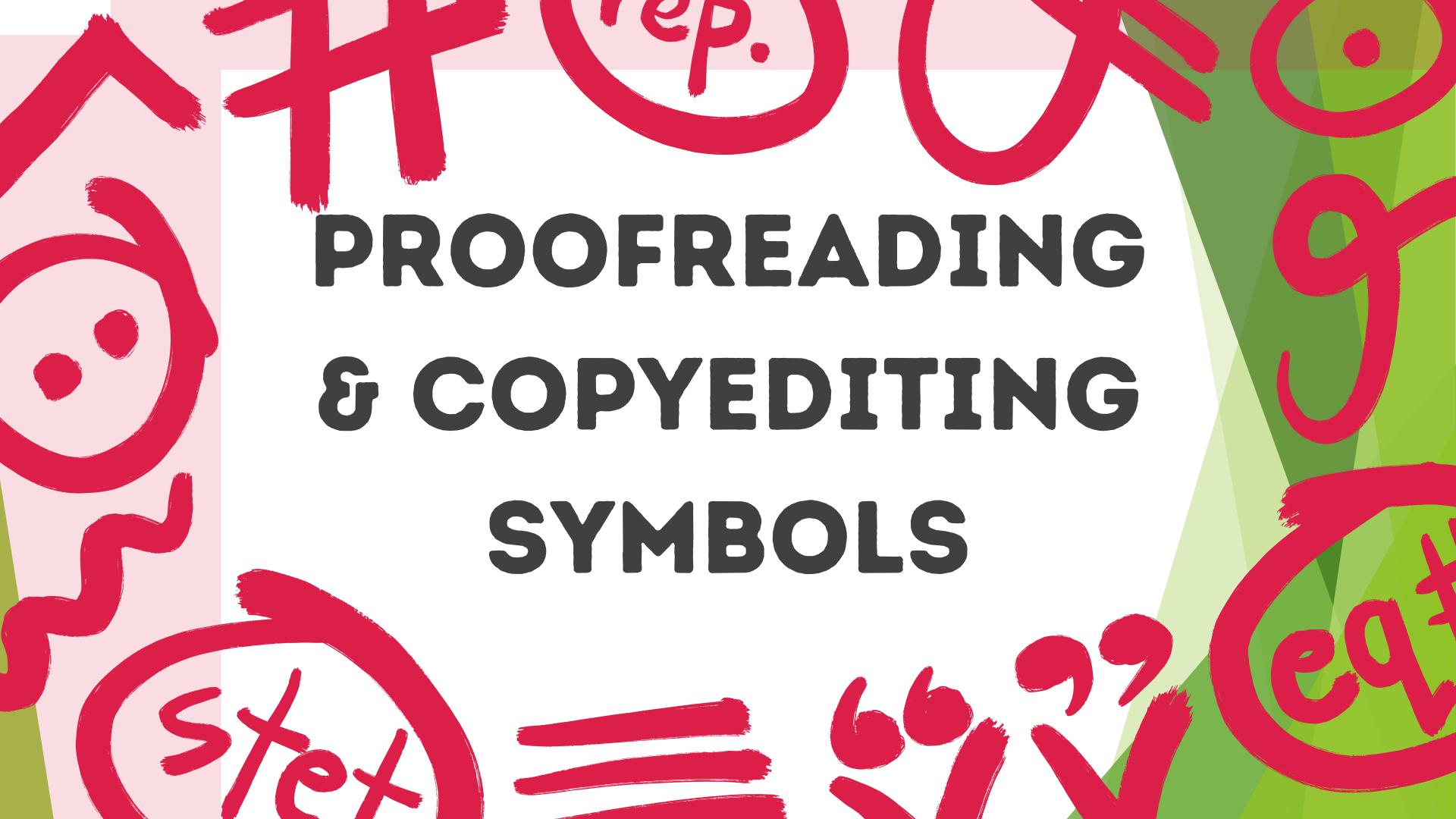
# CHARACTERISTICS OF A GOOD PROOFREADER

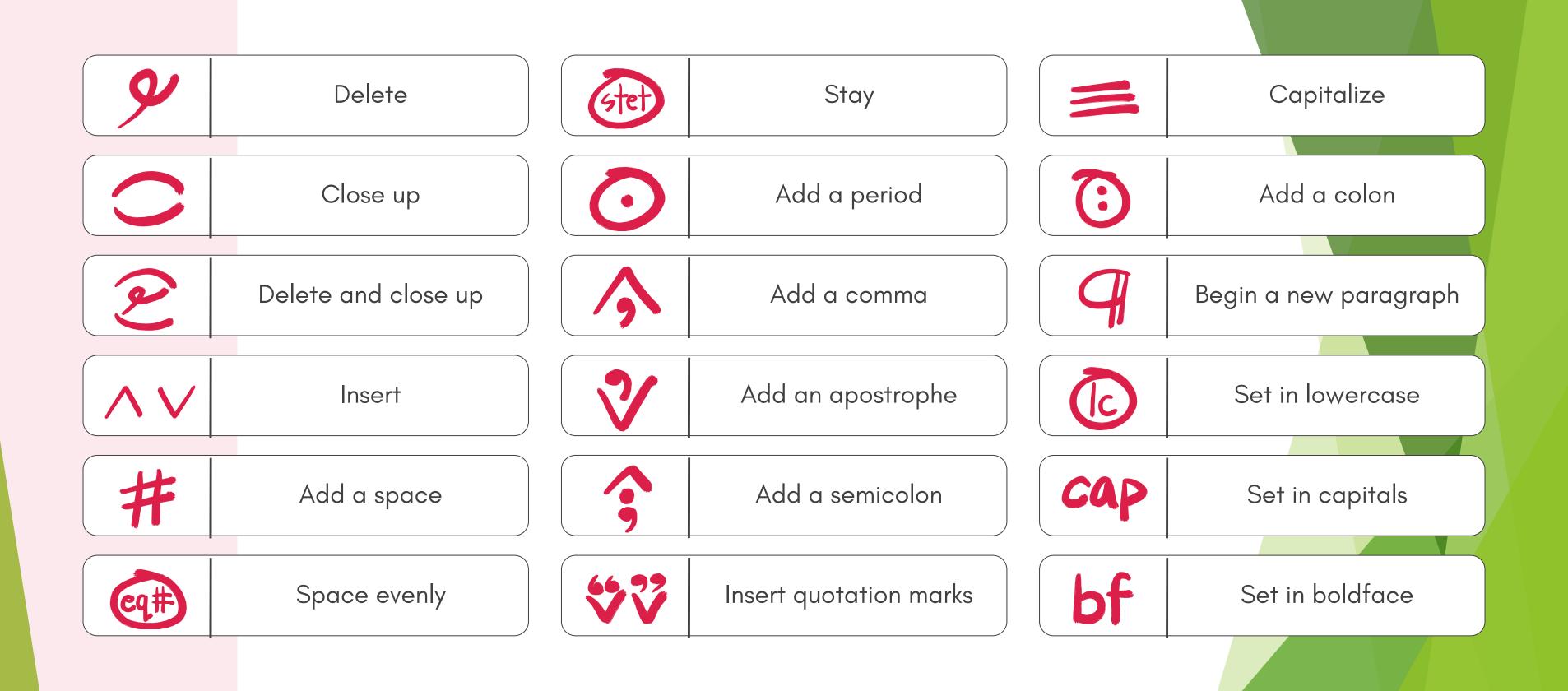
#### ORGANIZATIONAL SKILLS

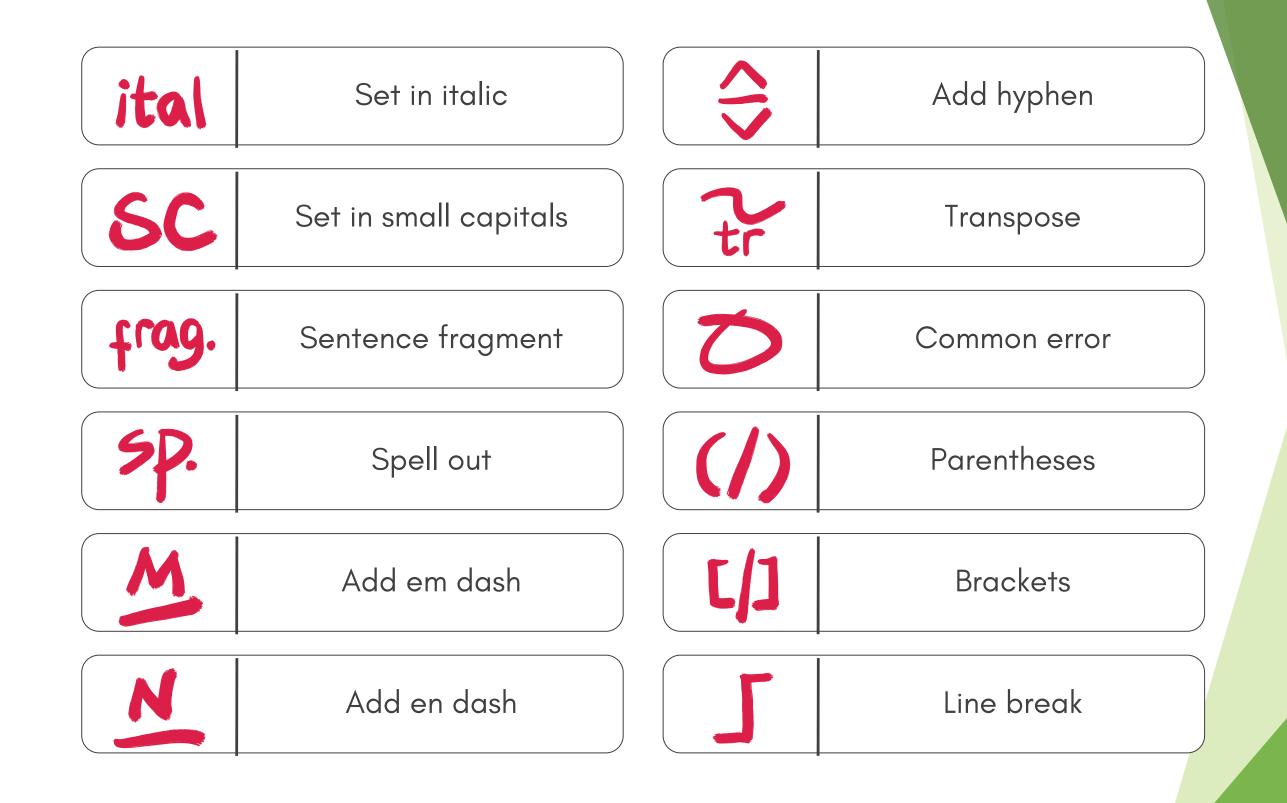
Proofreaders need to be able to organize their work efficiently to ensure that they are able to check the text thoroughly and quickly.

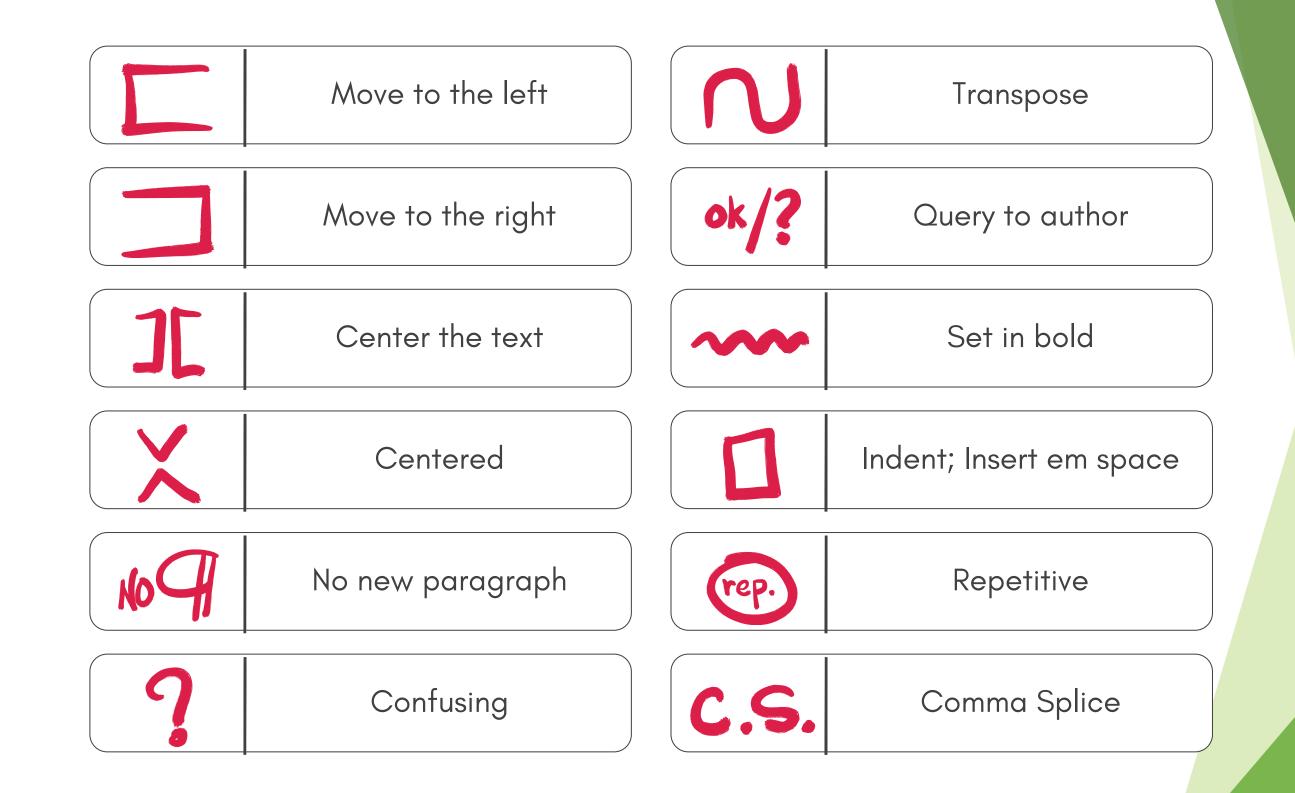
#### QUICK AND ACCURATE

Proofreading can involve a lot of work, so a proofreader needs to be able to work accurately and quickly.











### NUMBERS

Numbers should be written out in full when they are below 10, and numerals should be used for numbers 10 and above.

#### **EXAMPLE**

Five politicians
Seventeen civilians

### SPELLING

The spelling of words depends on which type of English is being used: American or British. The shorter version of the spelling is preferred.

#### **EXAMPLE**

Instead of using "acknowledgement", use "acknowledgment" instead.

### CAPITALS

The general rule for capitalization in proofreading is to Ensure that all proper nouns, the titles of people, and the beginning words of sentences are capitalized.

Additionally, all abbreviations, acronyms, and initialisms should be capitalized.

### ACRONYMS

When proofreading, if the acronym is used more than once in the document, it should be written out in full the first time it appears, followed by the acronym in parentheses.

Subsequent references should only use the acronym.

### PARAGRAPH

In proofreading a paragraph, be aware of the indentation of the first sentence.

The first sentence in the paragraph is usually indented.

Additionally, the paragraph should focus on one idea. Signal a "new paragraph" when the paragraph is too long.

### LEAD

News lead should always answer the 5 W's: Who, What, Where, When, and Why. Keep it short and concise; aim for 15–35 words and use an active voice.

Focus on the most important facts and try to avoid using clichés and jargons.

### GRAMMAR

Make sure that your subject and verb agree in number. Pronouns should be in agreement with their antecedents. Make sure that all of your verb tenses are consistent.

Make sure that you have proofread your work for any typos or misspellings.

### PUNCTUATION

The use of punctuation can be tricky, so make sure to check every stop and pause in the sentence to get a feel for where to put the punctuation and when to omit it.

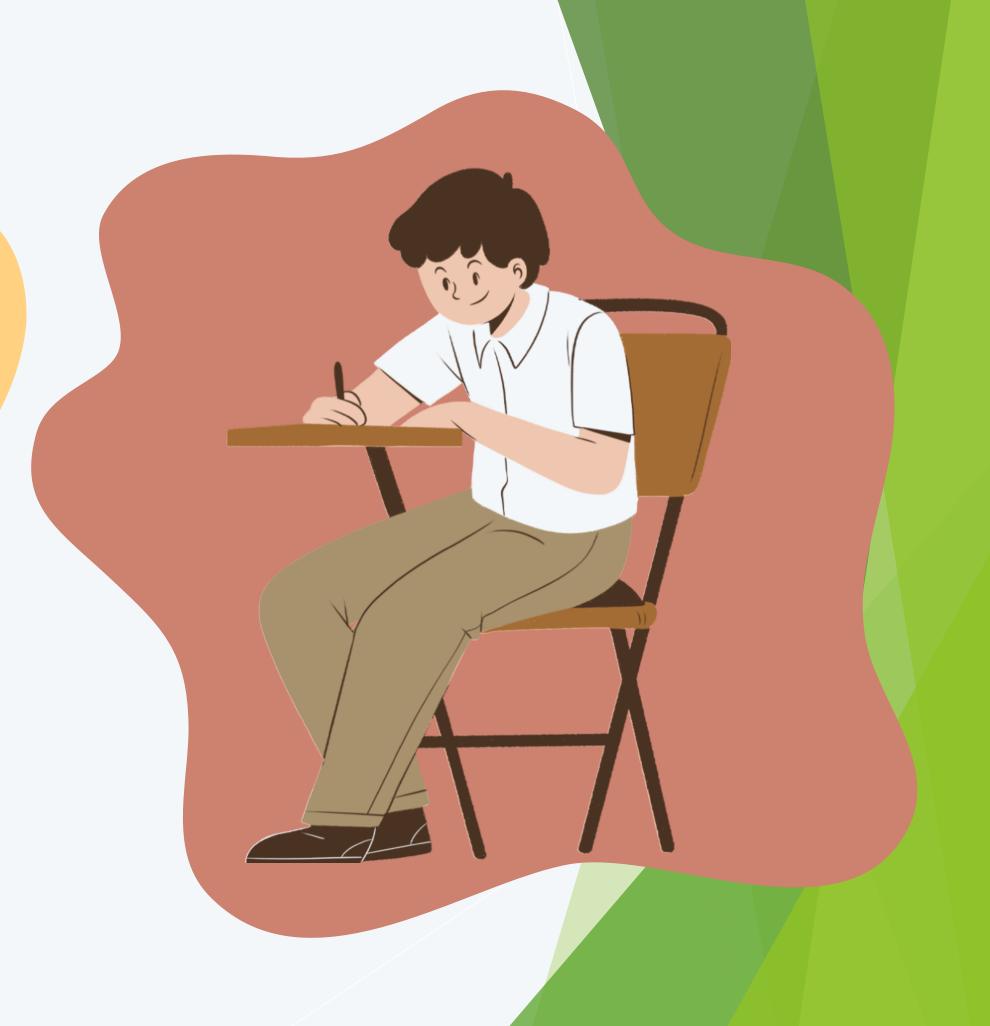
Remember that each punctuation is different in terms of usage in a sentence.

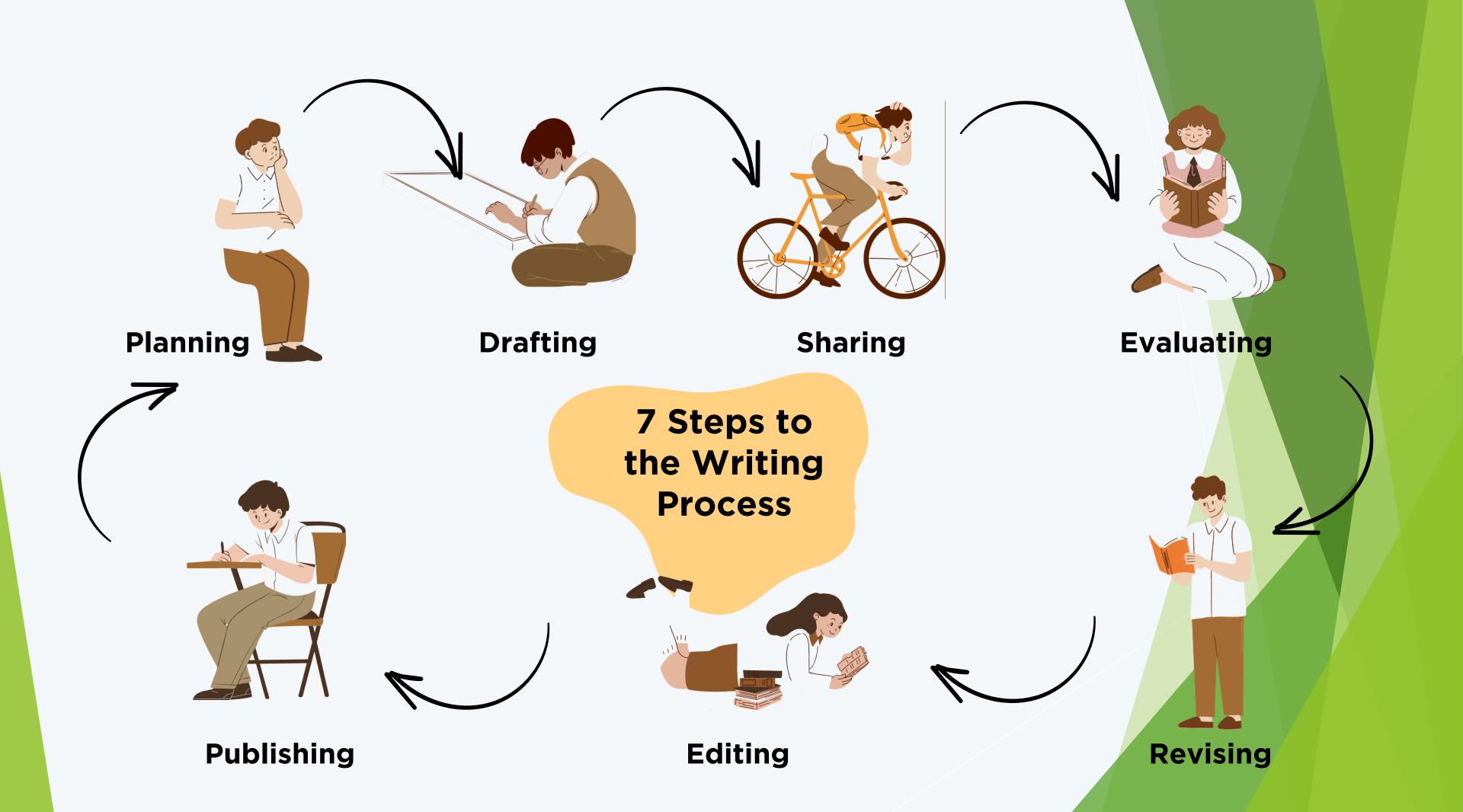
Week 5	Test on Comprehension	<ul> <li>Understand the main idea of a passage.</li> <li>Identify supporting details.</li> <li>Make inferences.</li> <li>Analyze the author's purpose and tone.</li> </ul>	<ul> <li>Class attendance</li> <li>Class performance</li> <li>Mid exam</li> </ul>	CLO 2 CLO 3
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Week 6	Basic Concept of Writing	<ul><li>Definition</li><li>Types</li><li>Writing Activities</li></ul>	<ul> <li>Pictorial presentation</li> <li>Lecture with multimedia presentation</li> <li>Practical Demonstrati on</li> </ul>	<ul> <li>Class attendance</li> <li>Class performanc</li> <li>Group discussion</li> </ul>	e CLO 5 CLO 4	
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# The Writing Process

7 Steps to Completing the Writing Process for Story Writing





## Planning

In this stage, the writer is looking to think about and write down ideas to help with planning the main goal of the writing.

In planning to write a story, the main idea is to talk about the characters, setting, plot, rising and falling actions, along with the climax and conclusion to the story.



## Drafting

In this stage, the writer will begin to put together the first rough draft of the story.

In drafting the story, the focus is more on putting the ideas down on paper, and not about grammar or spelling just yet.



## Sharing

In sharing the first draft of the story the writer can expect to use the feedback others offer once they have heard the story for the first time.

The writer can now begin work on the second draft, which will come together rather quickly!



## Evaluating

In this stage, the writer is now in a position to evaluate how the story is coming together and if any other changes may be necessary.



### Revising

In this stage the writer is looking to improve the fluency of the writing.

This allows for ideas and descriptions to come together more easily so the reader has a better picture of what is happening in the story.



## Editing

In this stage, the writer is now concerned with making the writing perfect by making sure there are no grammer, spelling, or other mistakes that affect how the reader will enjoy the story.





# TYPES OF

# WRING

## PRESENTATION OBJECTIVES

Develop a basic understanding of the four main types of writing.

Identify the key features of each type of writing.

Identify the specific writing techniques for each type of writing.

Recognize if a piece of writing is persuasive, expository, narrative, or descriptive.

## INTRODUCTION

No matter if you are writing a book report, a movie review, a newspaper article, a journal entry or even just your daily to-do list, you are writing for a specific purpose. That purpose determines the type of writing. All forms of writing can be categorized into four different types.

**PERSUASIVE** 

**EXPOSITORY** 

**NARRATIVE** 

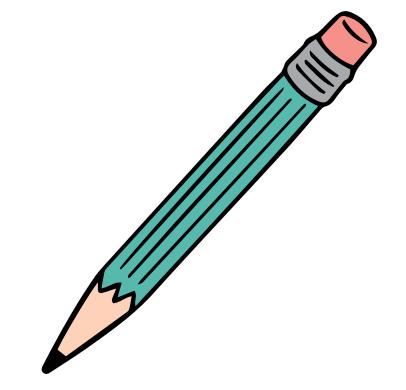
**DESCRIPTIVE** 

In the remainder of this presentation, you will learn about the specifics of each type, including each type's purpose, key features, common forms and examples and techniques. You will also read example prompts for each type.

## WHAT IS PERSUASIVE WRITING?

The purpose of persuasive writing is to

- o convince the reader to agree with the writer's opinion
- o influence the reader's point of view of a topic
- motivate the reader to take action



Persuasive writing uses logic, reasoning, and convincing evidence as the basis of the writing. Persuasive writing is sometimes known as argumentative writing. Persuasive writing can be inspiring, motivating and controversial. Common examples include:

**ADVERTISEMENTS** 

**SPEECHES** 

REVIEWS

**EDITORIALS** 

#### PERSUASIVE WRITING BASICS

#### KEY FEATURES

- Clearly stated opinion, point of view or claim
- Strong reasoning that is logical, convincing and relevant
- Evidence that is well-researched and specific (facts, examples, statistics, quotes,

#### TIPS & TECHNIQUES

- Use a counterargument to further promote your claim
- Use word choice to build a relationship with the reader
- Use repetition to reinforce your point of view
- Ask questions that get your reader thinking critically

## EXAMPLE PERSUASIVE PROMPTS



Should animals be kept in zoos? Write an essay that states your opinion of animals living in captivity. What reasons and evidence support your opinion?



What is your point of view toward the existence of aliens? Why do you think this way? What facts, statistics, or evidence supports your point of view?



If you could enact change about one thing in the world, what would it be and why? What supporting information can you find to make your argument strong and convincing?

## WHAT IS EXPOSITORY WRITING?

The purpose of expository writing is to

- o inform readers of a topic
- explain ideas and concepts
- teach procedures and steps

Like its name suggests, expository writing exposes factual information. It calls for the writer to research, investigate and evaluate information on a topic. Expository writing is also objective; it does not include the writer's personal opinion or point of view. Common examples include:

ARTICLES/ESSAYS

**TEXTBOOKS** 

**NEWS REPORTS** 

INSTRUCTIONS

## EXPOSITORY WRITING BASICS

#### KEY FEATURES

- Facts, details and other examples from reliable sources
- Unbiased explanations and information related to the topic
- Text features that enhance the information (images, charts, captions, etc.)

#### TIPS & TECHNIQUES

- Research your topic thoroughly before you begin writing
- Consider the structure when organizing your information
- Remain objective in your explanations
- Begin with a strong thesis statement

## EXAMPLE EXPOSITORY PROMPTS



Explain the benefits of eating healthy and staying hydrated. Include facts, statistics and relevant research in your writing.



Compare and contrast two of your favorite movies. Do these movies share similarities in their characters, settings or themes? What differences stand out to you the most?

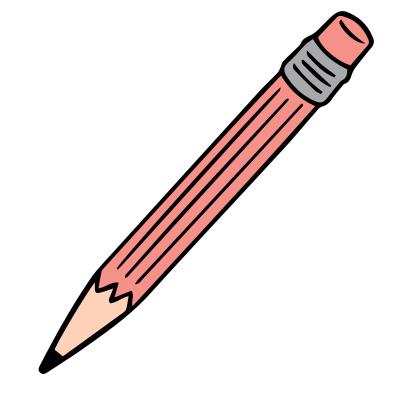


Create an instructional guide for how to be successful on a test. What steps should the reader take to achieve success?

## WHAT IS NARRATIVE WRITING?

The purpose of narrative writing is to

- entertain the reader
- tell stories—realistic or imaginary
- spark emotion and creativity



Narrative writing is, essentially, storytelling. Storytelling comes in many forms. Whether you are recounting factual or fictional events, narratives tell a story with emotion, descriptive details and clear event sequences. Common examples include:

SHORT STORIES

SCREENPLAYS

DRAMAS/PLAYS

**NOVELS** 

#### NARRATIVE WRITING BASICS

#### KEY FEATURES

- Literary elements such as characters, setting, problem, solution and theme
- Clear event sequences that build on one another
- Dialogue and descriptive details

#### TIPS & TECHNIQUES

- Use sensory language to bring the story to life
- Structure the plot carefully (foreshadowing, flashbacks, etc.)
- Introduce the story in a way that hooks your reader
- Consider how point of view influences the plot

## EXAMPLE NARRATIVE PROMPTS



Write a personal narrative that retells the events of the first day of school. Include dialogue and descriptions within the plot of your narrative.



Retell your favorite fairytale from the villain's point of view. Include clear event sequences and sensory language within the plot of your retelling.

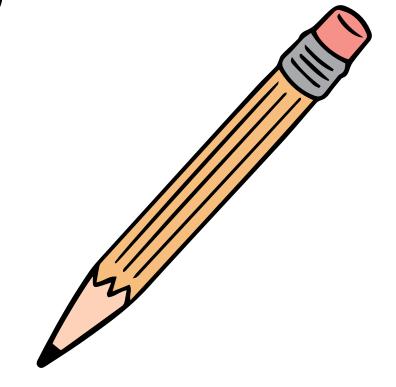


Write a story that describes what daily life was like for women in ancient Egypt. Include characters, events and dialogue in your story.

## WHAT IS DESCRIPTIVE WRITING?

The purpose of descriptive writing is to

- o describe a person, place, thing, or idea
- o create a strong visual through vivid descriptions
- evoke emotions through word choice



Descriptive writing focuses on the details of people, ideas, concepts, characters, events, and other topics. While it does share some qualities with expository and narrative writing, the goal of descriptive writing is to appeal to the senses and bring the writing to life. Common examples include:

**POEMS** 

DIARY ENTRIES

**OBSERVATIONS** 

LYRICS

## DESCRIPTIVE WRITING BASICS

#### KEY FEATURES

- Detailed descriptions of people, events, characters, ideas or places
- Precise language and word choice
- Nonliteral language

#### TIPS & TECHNIQUES

- o Appeal to the senses (see, hear, taste, touch, smell)
- Use figurative language such as similes, metaphors and personification
- Use strong verbs and vivid adjectives
- Write in a way that shows instead of tells

## EXAMPLE DESCRIPTIVE PROMPTS



Describe a time when you felt most confident. What made you feel this way?

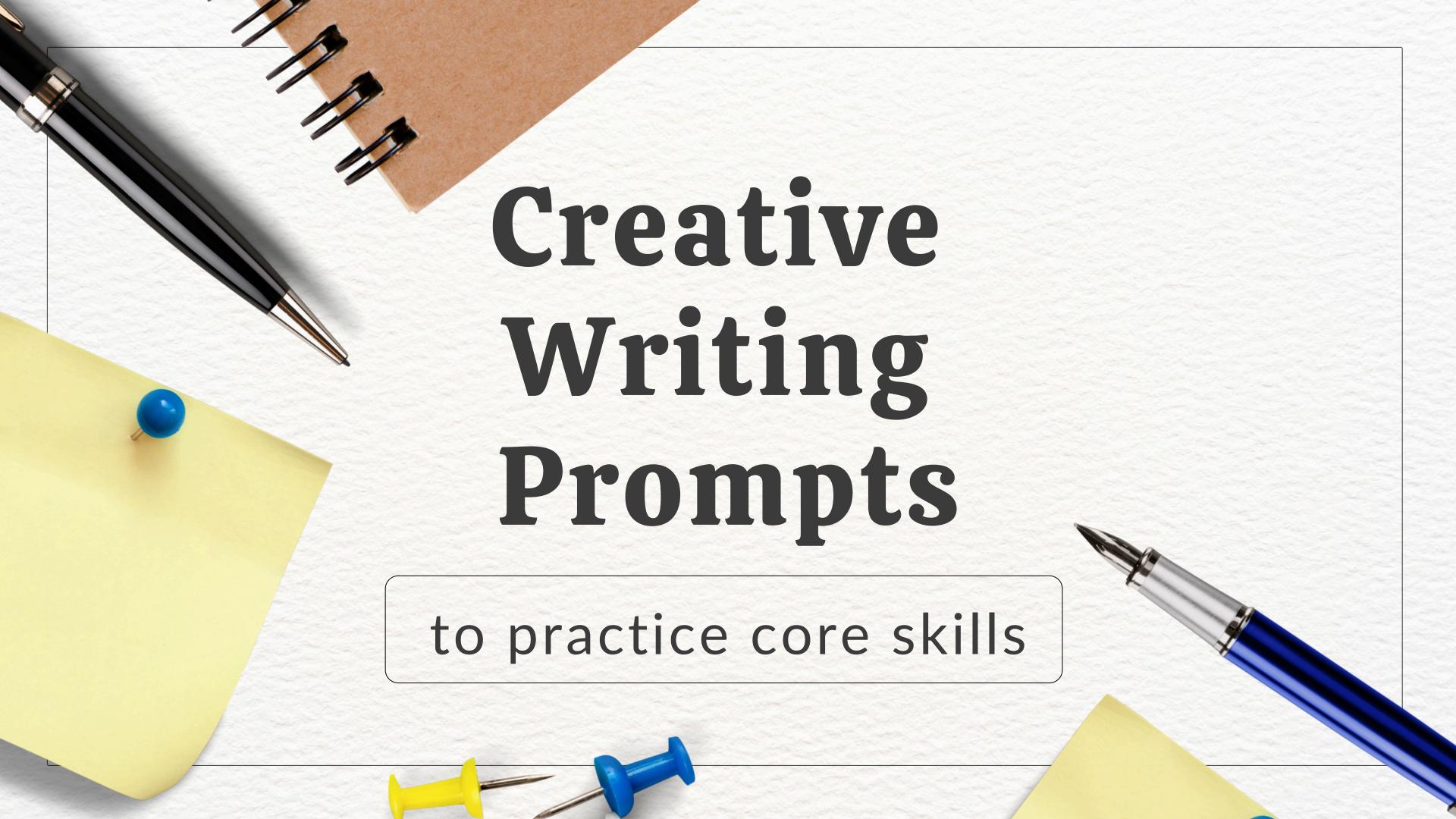


Describe your favorite childhood memory. What makes this memory stand out to you?



Describe the first time you did something. How did you feel during this experience?

Week 7	Creative Writing Prompts	1. Discussing writing styles and process	<ul> <li>Lecture with Multimedia presentation</li> <li>Interactive demonstrati on</li> </ul>	<ul> <li>Class attendance</li> <li>Class performance</li> <li>Mid exam</li> <li>Assignment</li> </ul>	CLO 4 CLO 5
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## THE WRITING PROCESS

Use these steps for better writing

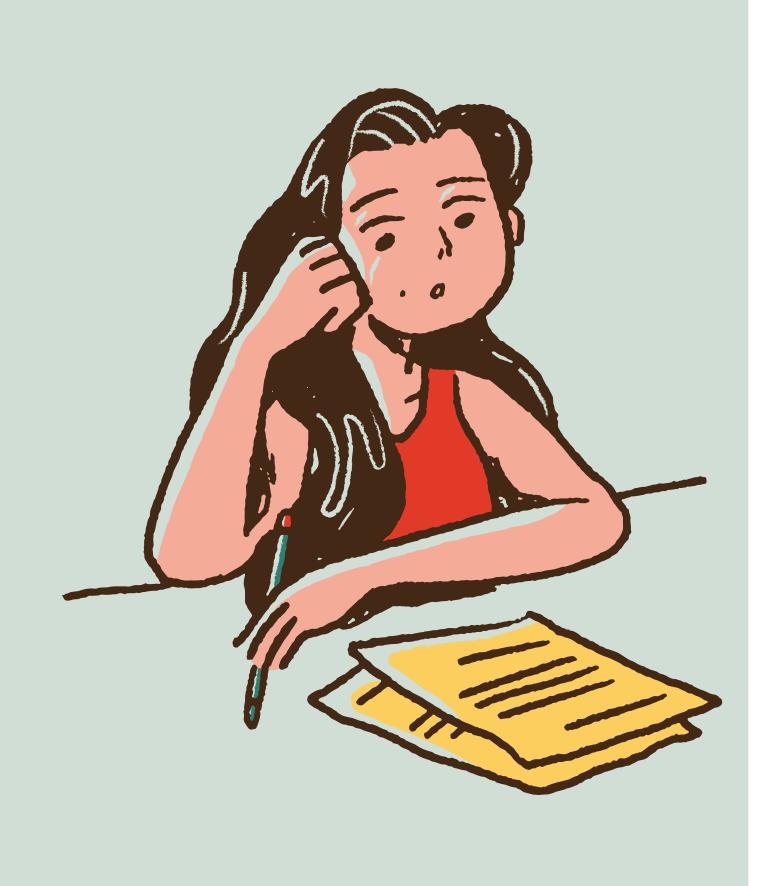




## THE WRITING PROCESS IS...



a series of steps to take when creating a piece of writing.



## PRE-WRITE

Rewriting is the process of brainstorming—generating ideas, gathering information, and organizing what you already know.



## DRAFT

Drafting is the process of taking an idea that has formed in your head and putting it onto paper.

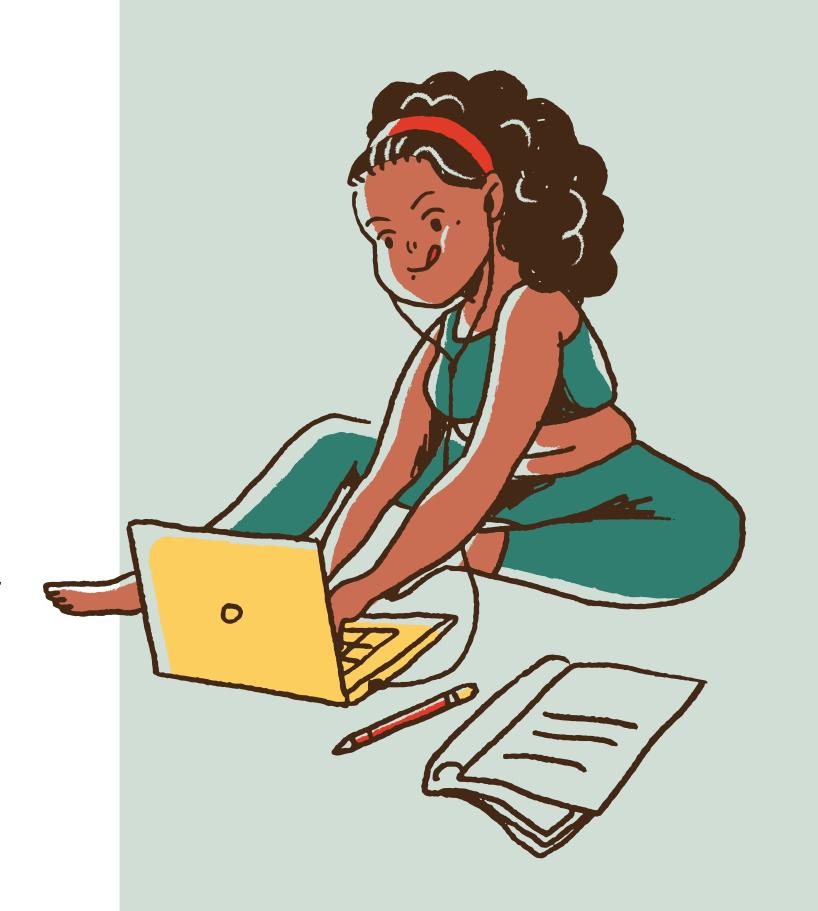


## REVISE

Revising is taking your draft and making any changes or improvements.

## EDIT

Editing is the process of making your written piece more readable, coherent or understandable.





## PUBLISH

Once you have completed all the stages of the writing process, you can publish your piece of writing.



## HAVE FUN WRITING

#### Learning Objectives

This presentation includes targeted writing prompts designed to focus on each core aspect of narrative writing, ensuring students develop a comprehensive and nuanced approach to storytelling.

By the end of these activities, students should be able to:

- Develop compelling characters by utilising detailed descriptions and indirect characterisation techniques.
- Create immersive settings that enhance the story and engage readers through vivid imagery and sensory details.
- Establish and maintain a consistent mood throughout their narrative using tone, language, and stylistic choices.
- Experiment with unconventional narrative structures with appropriate pacing and transitions.
- Cultivate distinct narrative voices that reflect the unique style and personality of the characters or narrator.
- Demonstrate how employing various perspectives can shape or influence a narrative.

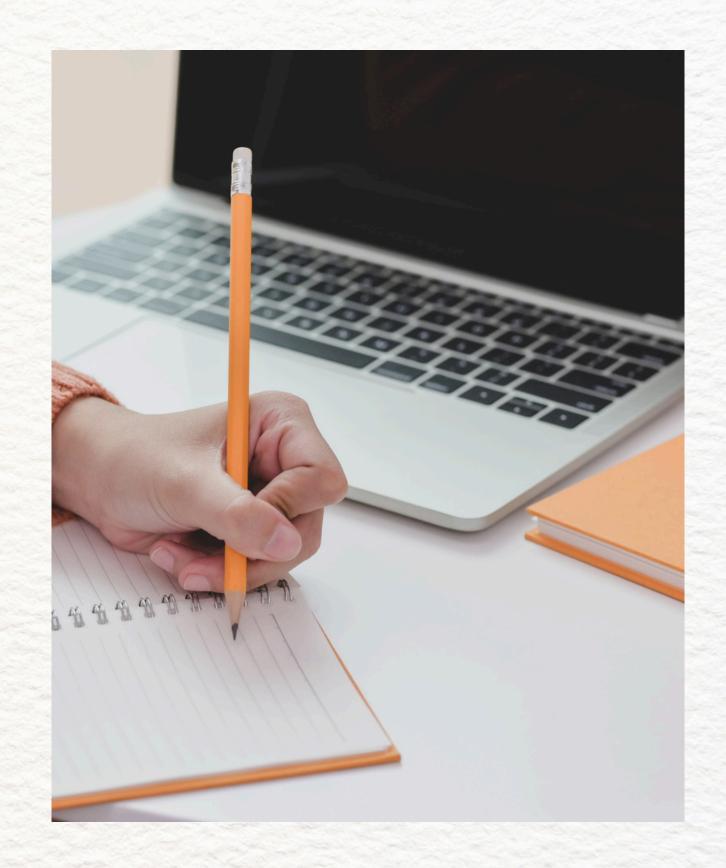
# Revision of Core Skills

#### Revision

The following writing prompts will work to improve your creative writing skills in four key areas:

- Indirect Characterisation
- Voice and Perspective
- Setting, Mood and Imagery
- Structure and Sequencing

Let's revise these narrative elements before we begin.



#### Indirect Characterisation

Indirect characterisation is a method used by writers to reveal a character's personality, traits, and motivations without directly or explicitly 'telling' the reader. It is typically achieved through:

- Appearance: The physical description of the character, including their looks, clothing, and overall presentation.
- Actions: What the character does and how they behave in different situations.
- Speech: What the character says, how they speak, and their tone and choice of words.
- Thoughts: The internal thoughts and feelings of the character, which provide insight into their motivations and personality.
- Effect on others: How other characters react to and interact with the character in question.
- Other e.g objects/setting: Elements can be used symbolically to present ideas about character.

#### Voice and Perspective

#### Perspective...

- is the lens through which the readers observe the characters, events, and happenings.
- is the angle or viewpoint from which a story is narrated.
- is closely linked to the narrator of the story (some texts can have multiple perspectives).
- influences how characters and events are presented in a narrative, ultimately, shaping the way that readers respond to them.

#### Voice...

- refers to the distinct sound, personality, style, or point of view of a piece of writing or its narrator, author or various characters.
- can be conveyed through a combination of syntax, diction, punctuation, character development, dialogue, etc. within a text.



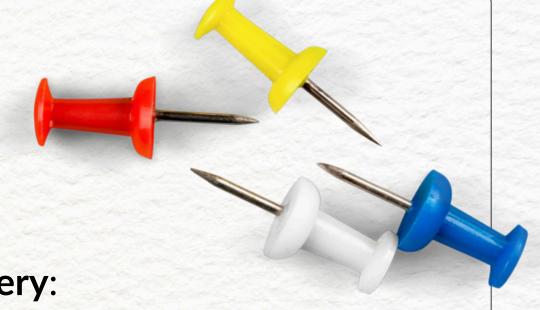
#### Setting, Mood and Imagery

#### Setting:

The time and place where the narrative occurs. It includes the physical location, historical period, season, time of day, and even the cultural context. The setting creates a backdrop against which the characters interact and the plot unfolds. It can influence the story's atmosphere, events, and the behaviour of characters.

#### Mood:

The emotional atmosphere that a writer creates for the reader. It's the feeling or vibe that permeates the story, which can range from joyful, eerie, and suspenseful to melancholic, peaceful, or tense. Writers convey mood through techniques, such as word choice, setting, imagery and tone.



**Imagery**:

The use of descriptive language that appeals to the five senses (sight, sound, smell, taste, and touch) to create vivid pictures in the reader's mind. These detailed and evocative descriptions make scenes more vivid and engaging and help to convey emotions, settings and actions more powerfully.



#### Structure and Sequencing

#### Structure:

The overall framework and organisation of a narrative, determining how the story is constructed and presented to the reader. A well-structured narrative ensures that the story flows logically and engages the reader.

The most common narrative structure follows the sequence of exposition, rising action, climax, falling action and resolution.

#### Sequencing:

The order in which events and scenes are presented in the narrative. It can significantly impact the reader's understanding and engagement with the story.

Different sequencing techniques include chronological order, non-linear order, flashbacks, flash-forwards, parallel plotlines, shifts in perspective and pacing.

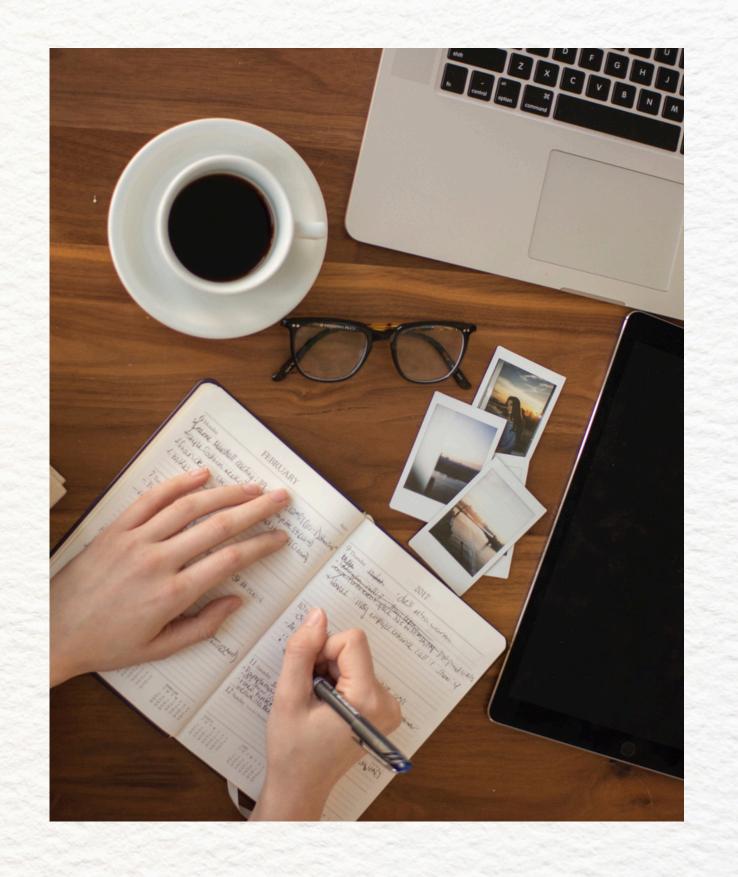


#### Practice

Let's put this knowledge into practice and experiment with different ways to utilise techniques to enhance each of the four elements.

Give yourself 20 minutes to practice timed writing to each prompt. Try to keep your pen moving and have fun experimenting with language and structure.

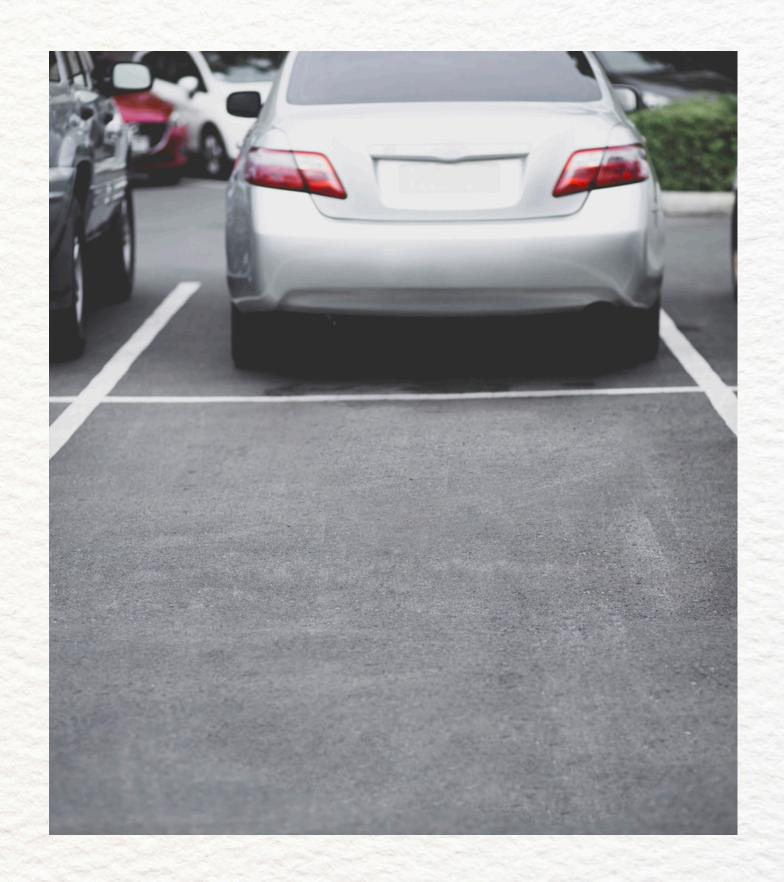
At the end, swap with another student and give one another constructive feedback on your writing.

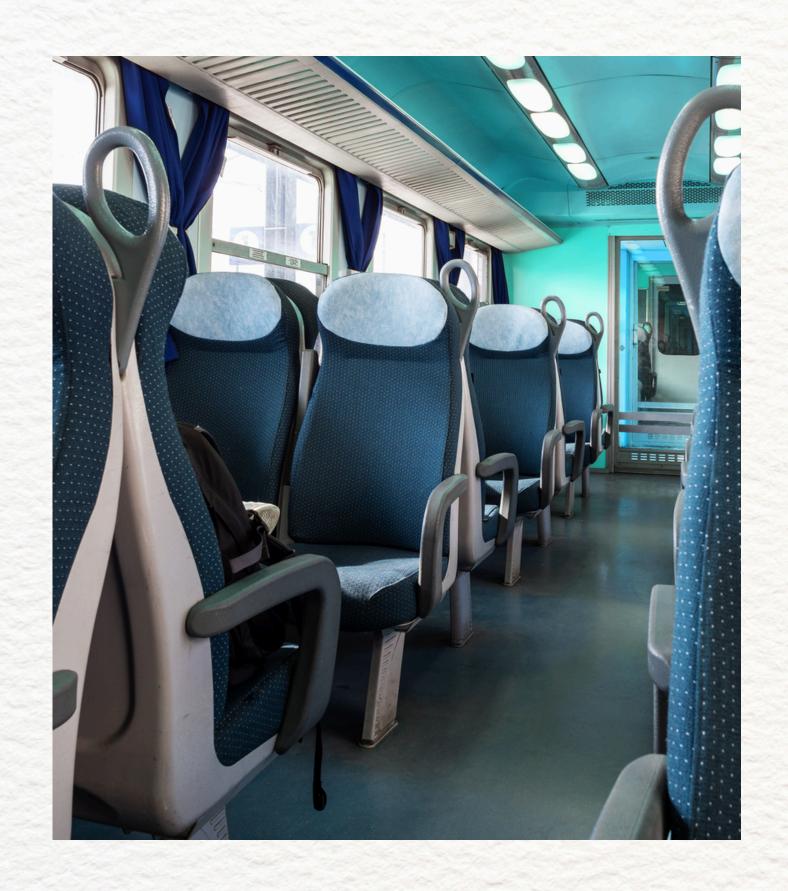


#### Indirect Characterisation

Write a conversation between two characters who have a disagreement over a parking space. Focus on using indirect characterisation through dialogue and actions to convey each of their personalities, thoughts and feelings.

- Character 1 is a busy and exhausted mother with a screaming toddler in tow.
- Character 2 is a health obsessed fitness fanatic and social media influencer.





# Voice and Perspective

Two characters see each other on the train every day on the way to work but never speak to one another.

Write two passages from each character's point of view or perspective that convey two clear and distinct voices.

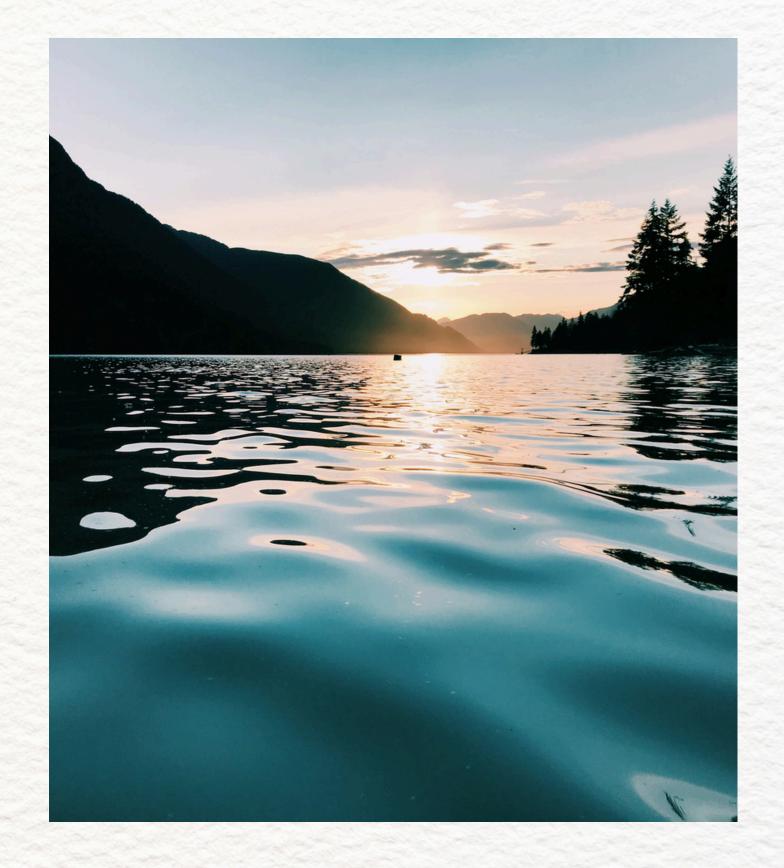
Try to link them by including their thoughts or opinions on the other character.

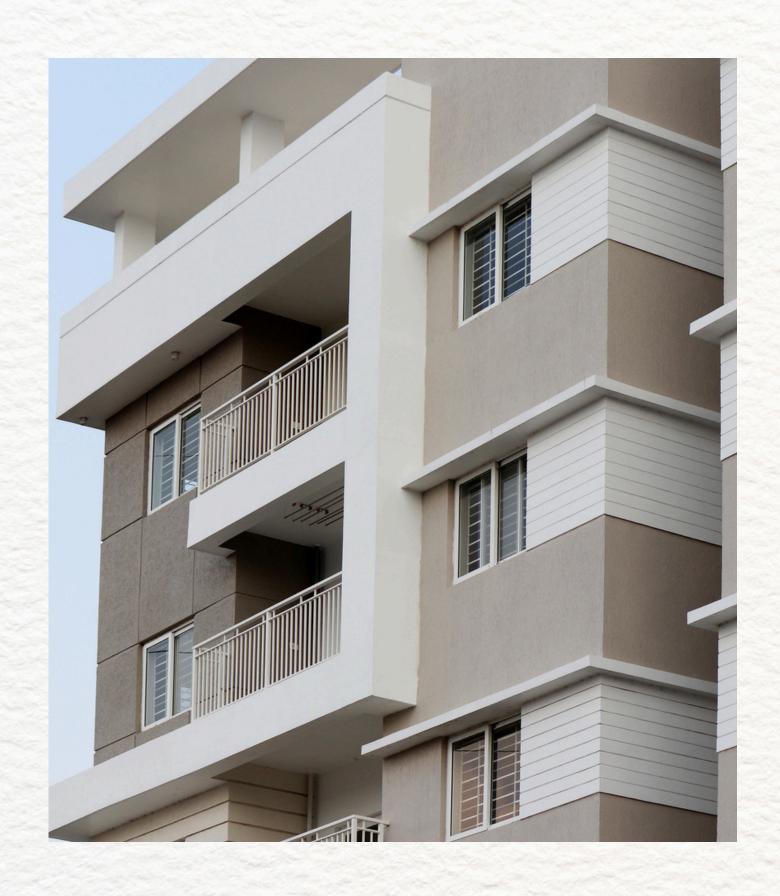
# Setting, Mood and Imagery

Write a short passage describing the setting of a lake as seen by a young man who has just committed a murder.

Your challenge is to not explicitly mention the murder but convey it indirectly.

Create a clear sense of mood or atmosphere through word choice, descriptions of setting and imagery.





# Structure and Sequencing

Write a short story that is structured as a series of interconnected vignettes about a group of people living in an apartment complex.

Each vignette should reveal different aspects of the characters or setting.

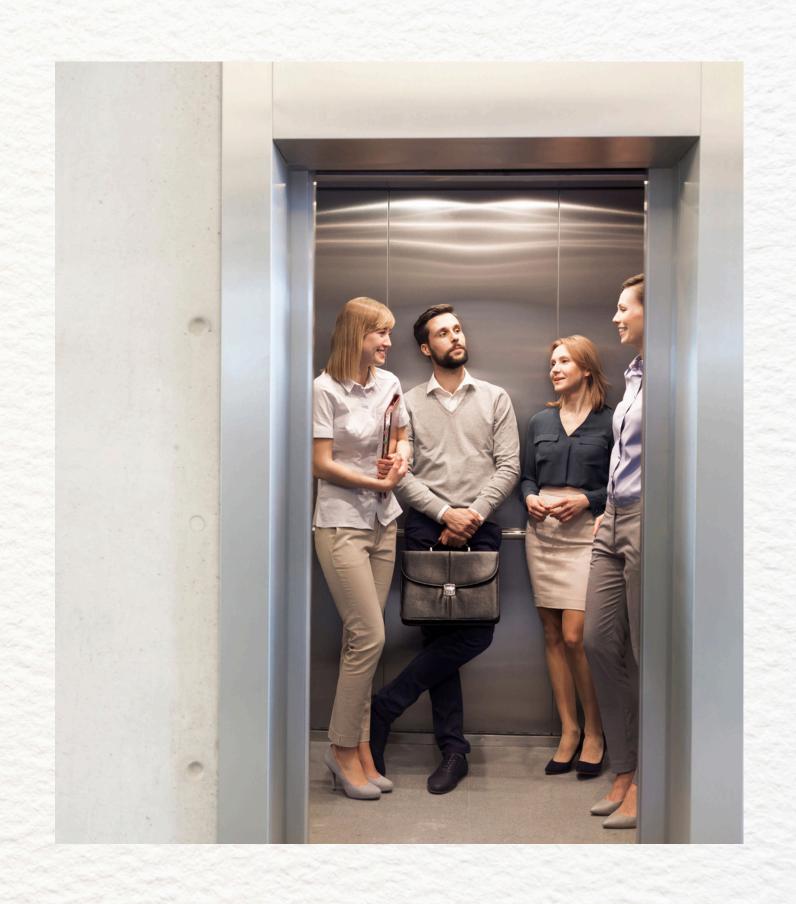
You may choose a central conflict or theme to guide your writing but you do not have to.

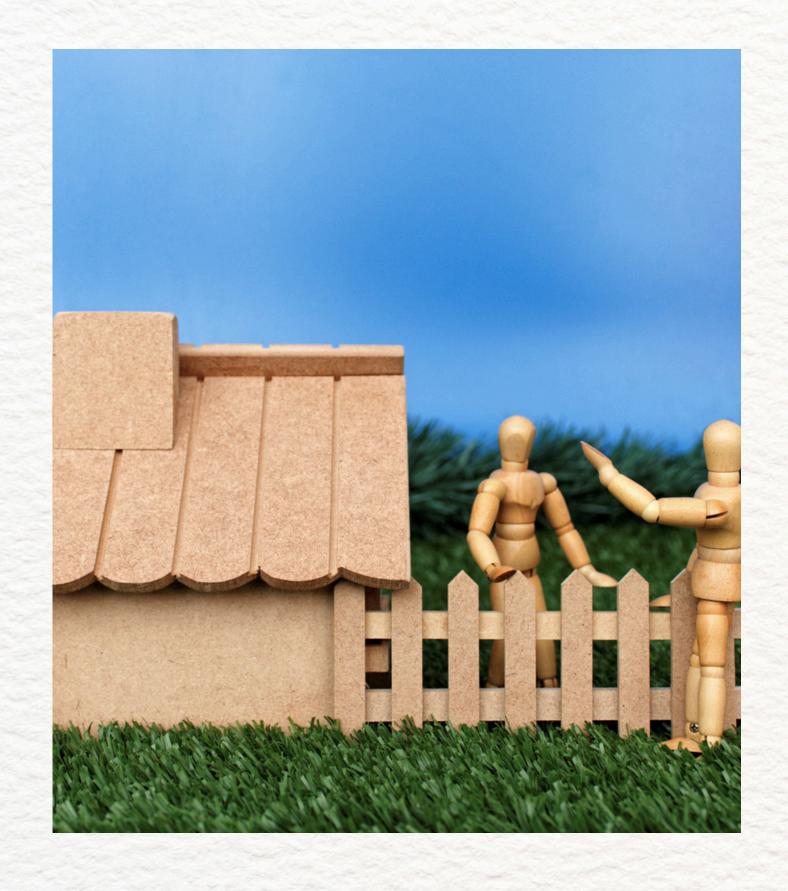
### Indirect Characterisation

Write a short passage about three characters who are stuck in an elevator together. Use indirect characterisation to 'show' the reader their personalities or character traits without explicitly 'telling' them.

#### Some suggestions are:

- Character 1 messy and disorganised
- Character 2 extremely nervous
- Character 3 egotistical





### Voice and Perspective

Write two short letters focusing on a dispute between neighbours - one from each neighbour's perspective.

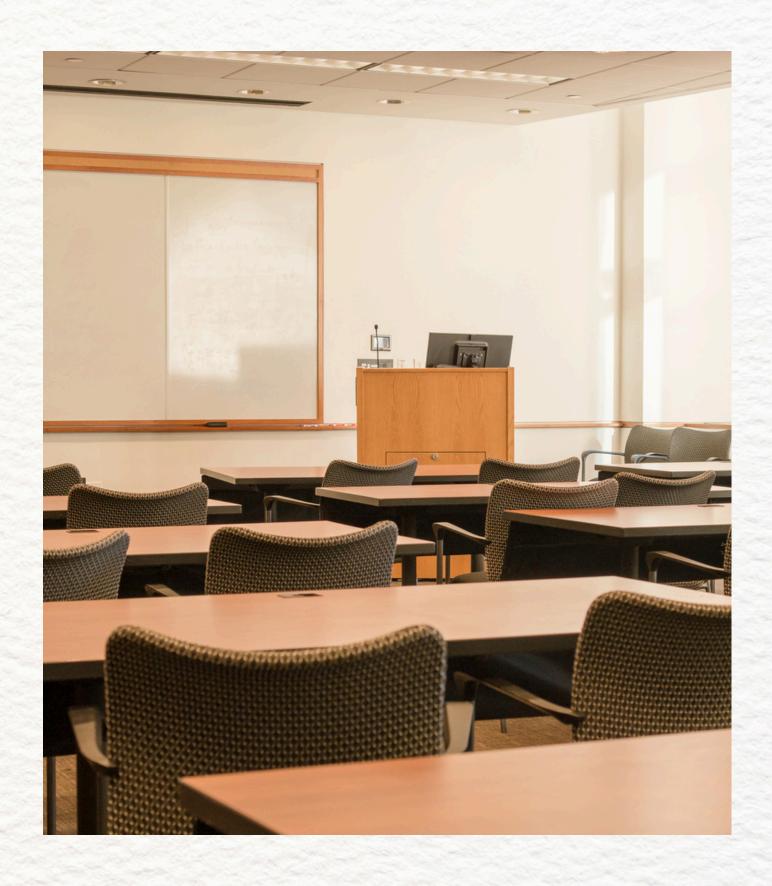
In each letter, aim to convey two different and distinct voices that represent contrasting viewpoints and/or personal contexts.

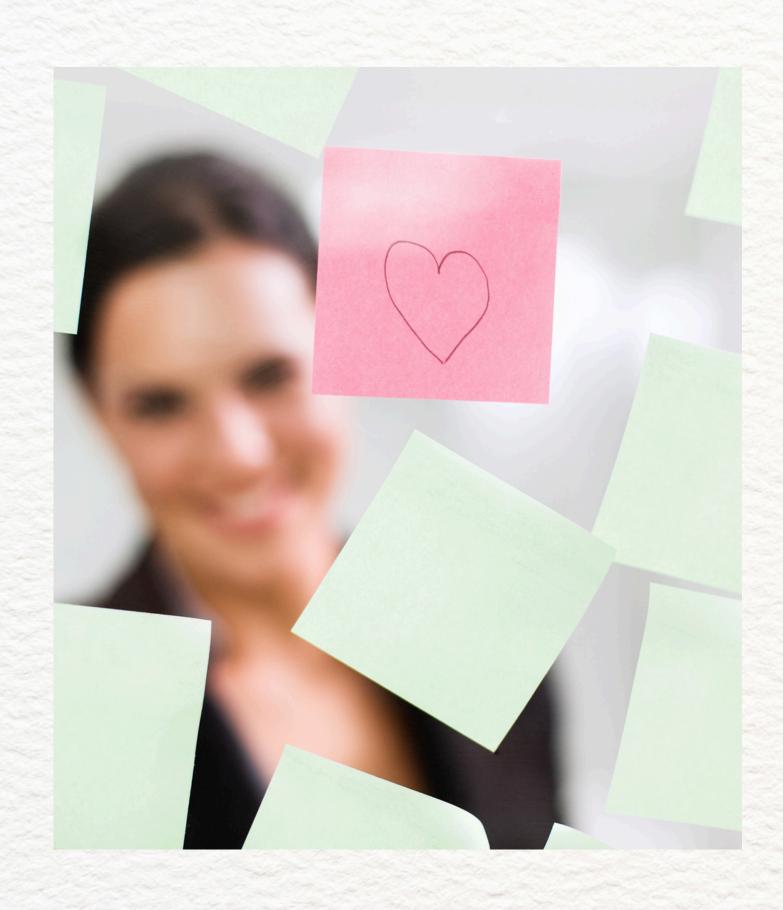
# Setting, Mood and Imagery

Write a short passage describing a classroom setting aiming to convey a clear mood or atmosphere through word choice and sensory imagery. Then, repeat the exercise describing the same classroom but conveying a different mood.

#### Some suggestions include:

- Excitement, energy, happiness
- Drab, dull, boring
- Anger, frustration





# Structure and Sequencing

Write a short story that begins with the final event (a flash forward) before using a flashback to trace the events that lead up to it.

Choose from the following prompts or create your own:

- A man who's in love with his work colleague
- A school teacher who decides to quit
- A lonely woman purchases a puppy

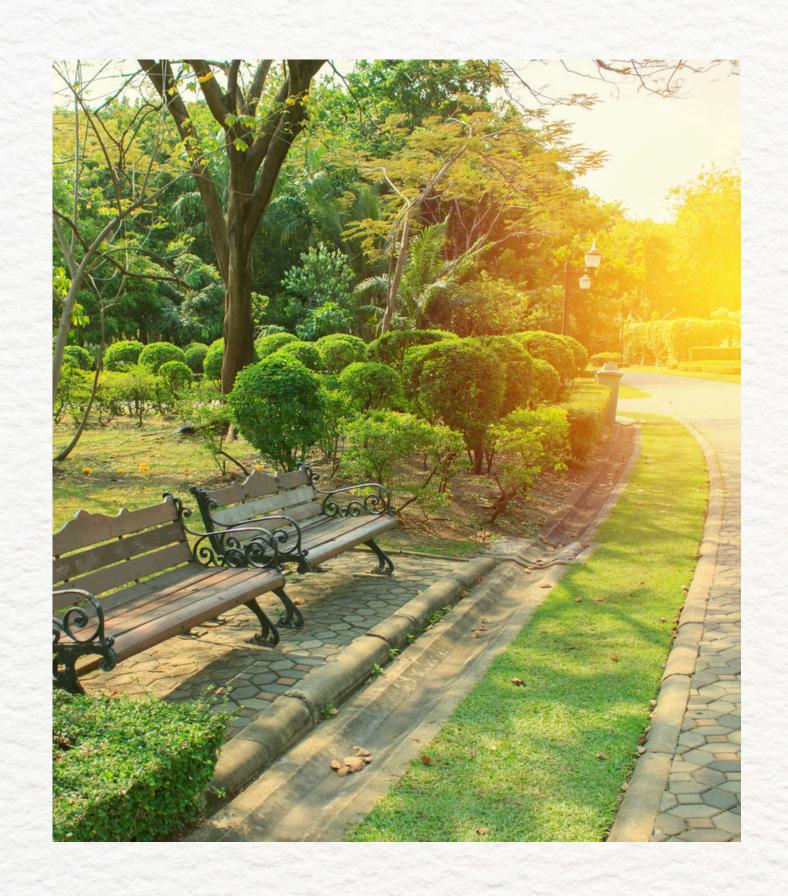
### Indirect Characterisation

Picture a scene where three characters are sitting in the waiting room at a veterinary clinic.

At their feet, sit their pets awaiting their appointments.

Convey the personality of each of the three owners purely through descriptions of their pets and their shoes.





# Voice and Perspective

Write two short passages about two characters walking through a park, focusing on conveying a clear and unique sense of voice for each.

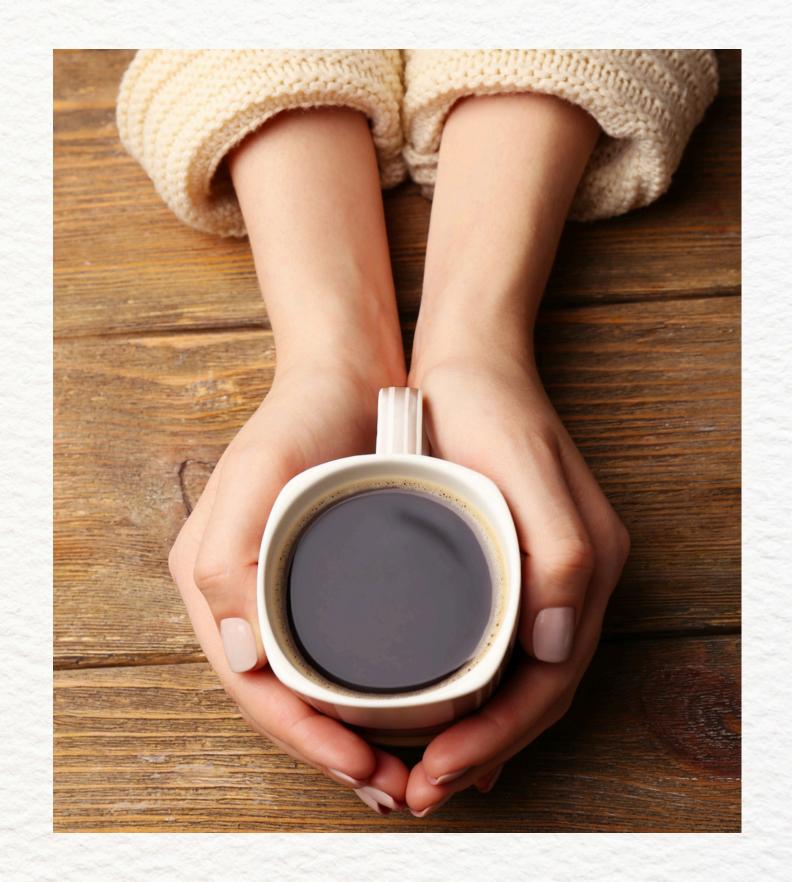
#### Choose from the following:

- a 75-year-old grandfather
- a frustrated teenager
- a 7-year-old boy who is lost

# Setting, Mood and Imagery

Write a short passage describing the setting of a coffee shop in the morning as seen by someone who is happy and in love. Your challenge is to not mention love or the loved one. Focus on conveying mood through word choice, descriptions of setting and sensory imagery.

Now repeat the exercise from the perspective of someone who has just lost a loved one, conveying a different mood.





# Structure and Sequencing

Write a short story or passage that is told in a non-linear fashion, jumping back and forth in time and space to create a fragmented story.

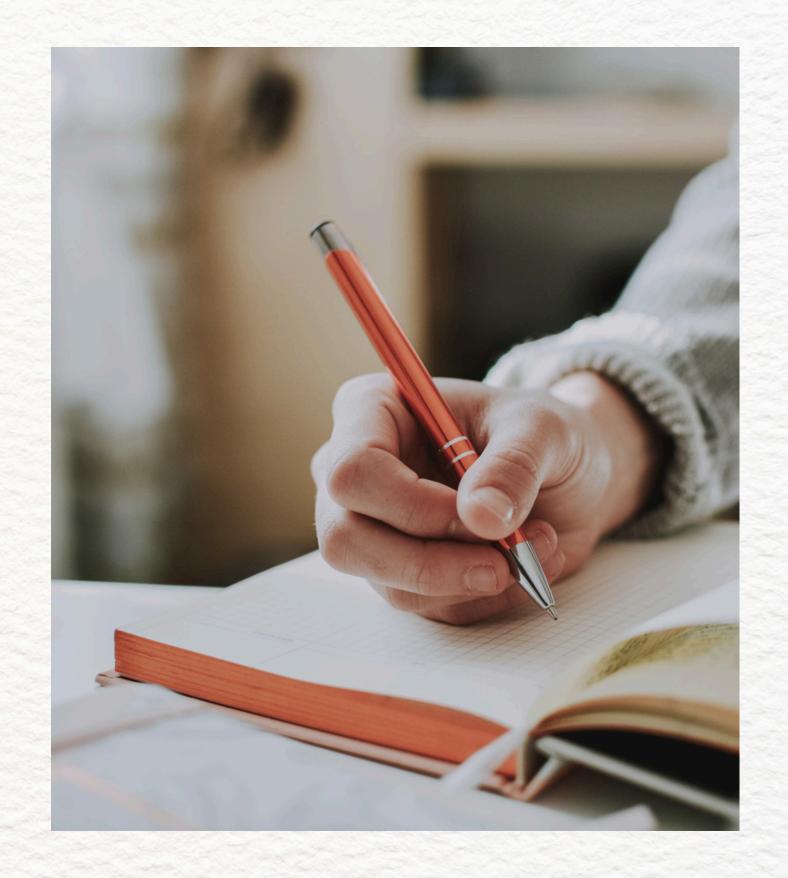
Choose from the following prompts:

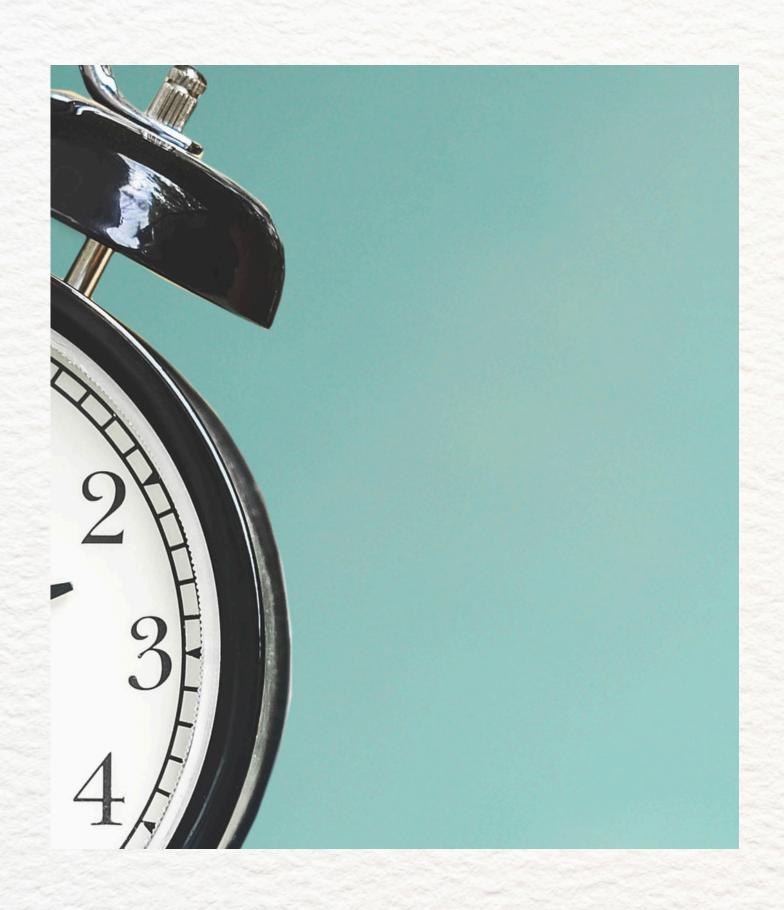
- a dysfunctional family
- a detective trying to solve a crime
- a student adjusting to their first year at university

### Indirect Characterisation

Write a short passage about a student who seems polite, engaged and academic but who is hiding a dark secret.

Use indirect characterisation (descriptions of speech, appearance, objects, actions or behaviours, interactions with other characters etc.), to give subtle hints to the reader without telling them explicitly.





### Voice and Perspective

Write a short story or passage that is told from the perspective of an inanimate object, who witnesses the events of the plot.

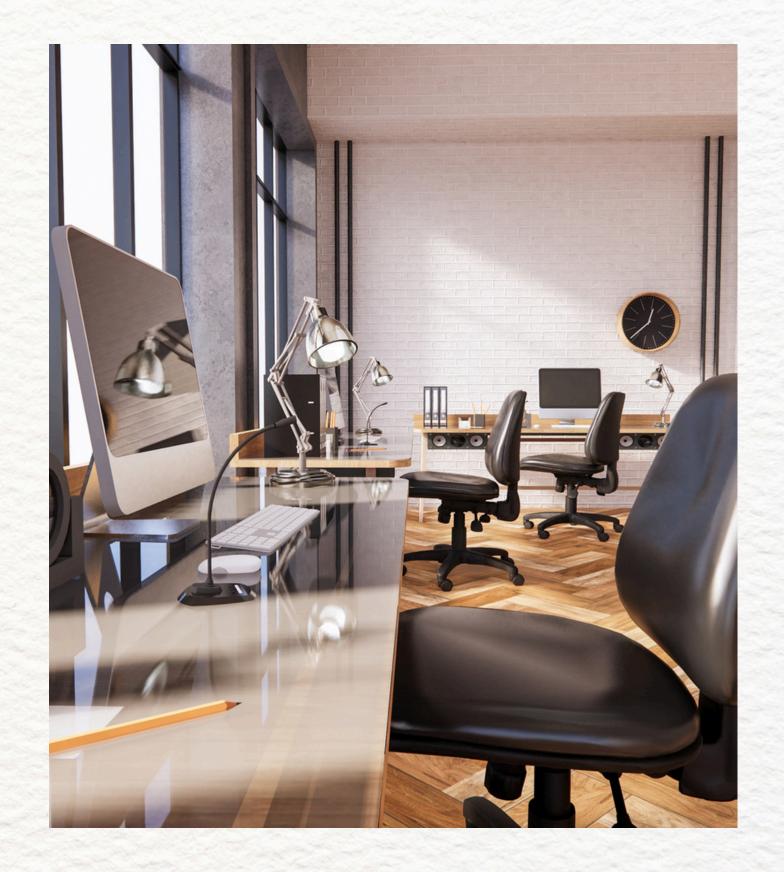
Choose from the following or come up with your own item:

- o a house
- o a tree
- a book
- a technological item

# Setting, Mood and Imagery

Use detailed descriptions of three different character's desks and/or work spaces in a huge open plan office to reflect their personalities. Choose from the following:

- o an environmental activist
- a part-time social media influencer
- a busy mother of five
- a nepo baby
- o a lonely single man
- o a control freak





# Structure and Sequencing

Write a short story composed entirely of letters, diary entries or text messages between two characters, each revealing a different perspective on the events of the story.

Choose from the following prompts:

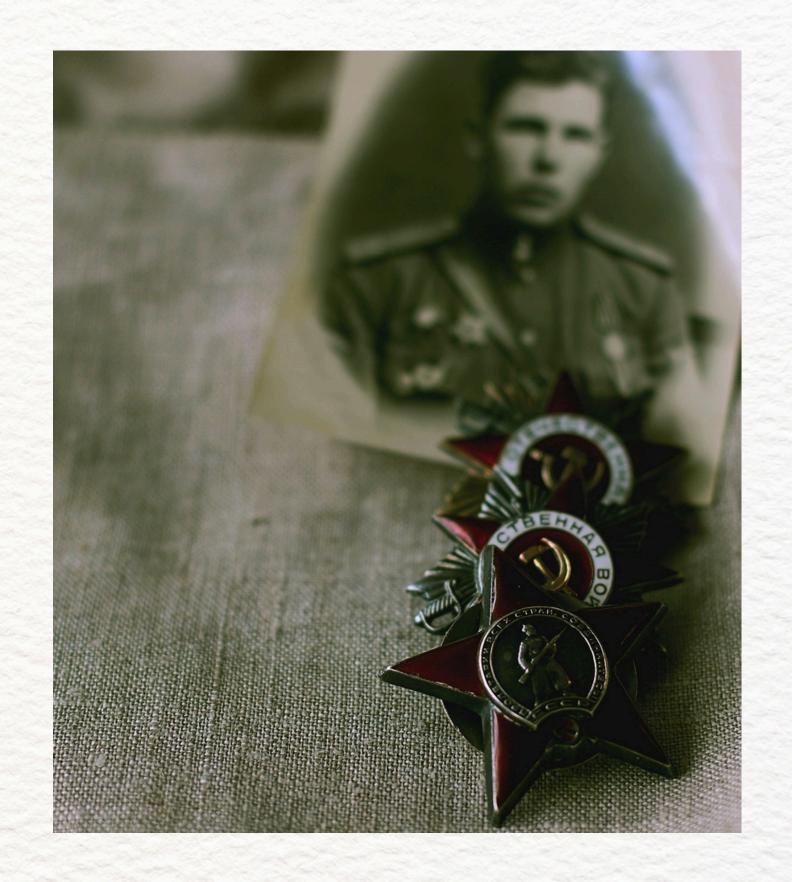
- A teenager and a parent
- Two men who are brothers
- A tenant and a landlord

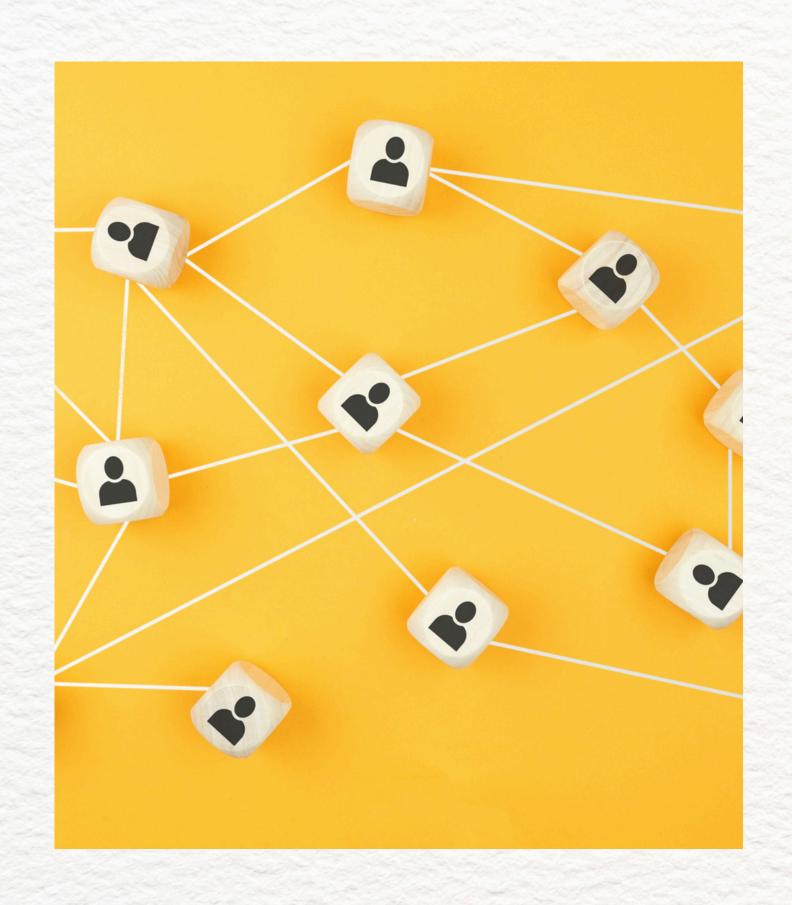
### Indirect Characterisation

Use symbolism of objects and figurative language (smile, metaphor etc.) to subtly reveal ideas about a character without explicitly telling the reader.

Choose from the following characters:

- A war veteran who feels isolated from society
- A shy, academic child
- A homeless man who was once wealthy



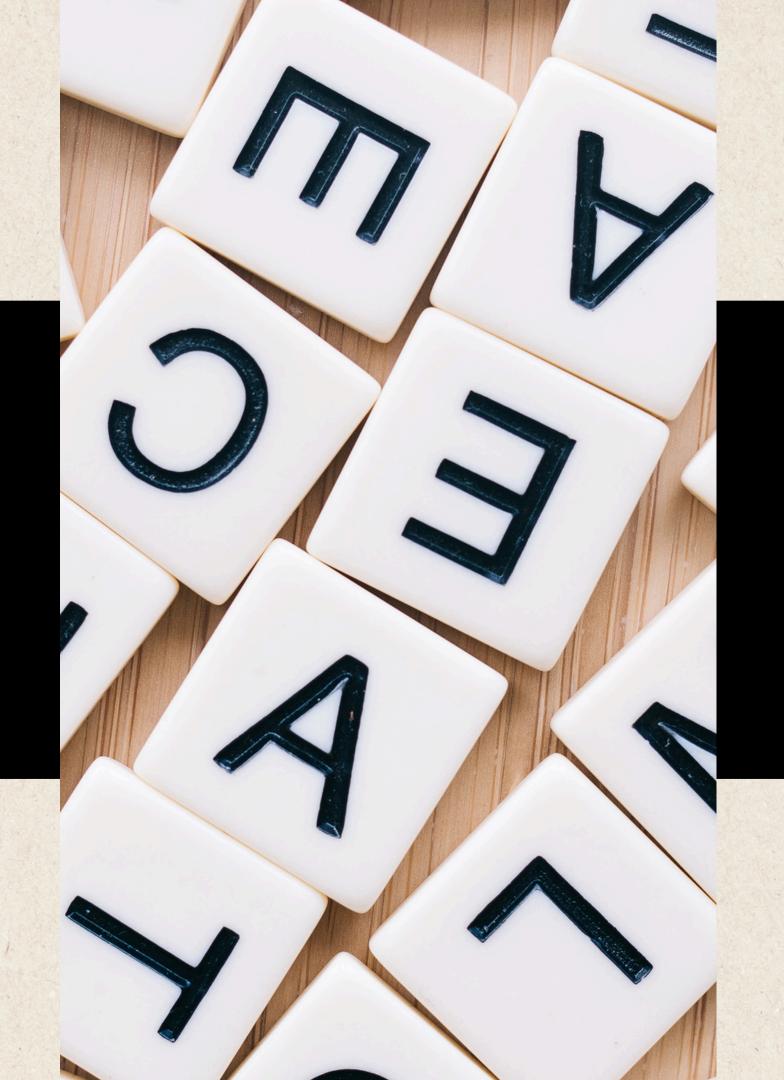


# Sequencing and Structure

Write a unique story that is structured like a series of social media posts. You might include status updates, direct messages, photos with captions etc. to gradually reveal the full story over time.

Remember the rule 'show, don't tell' and include symbolism to reveal the characters traits and personalities.

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Tips & Tricks to

# Expand your Vocabulary

# Learning Objectives

1.

Explain the importance of developing a rich and extensive vocabulary in the senior years of school and list some strategies for extending one's vocabulary.

2.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

3.

Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



# Let's warm up our minds with some word games!



### Word Game 1

**Goal**: Form as many words as possible on the grid in 4 minutes.

**Rules**: You can move from one letter to another if it is a neighbour (in all directions including diagonally). You cannot use the same letter twice in a word.

**Scoring**: You get points for each word you write down (the more letters the better!).

### Word Game 2

**Goal**: Score as many points as possible by writing down a word for each category starting with the chosen letter.

**Rules**: You have two minutes! No speaking. You can't write the same word twice.

**Scoring**: You get two points for a correct answer if no one else has the same word. You get one point for a correct answer if someone else has the same word.

#### **Categorie List**:

- 1. A country
- 2. A girl's name
- 3. A food
- 4. An animal
- 5. A sport
- 6. An electrical appliance
- 7. A word with double letters
- 8. A word to do with exercise
- 9. A fictional character
- 10. A school item

# The Importance of Vocabulary



# Why is vocabulary important?

A vast vocabulary can be a powerful tool in any writer's arsenal.

Investing time and effort into learning new words and their meanings in year 11 and 12 can be a game-changer, paving the way for your future success as you embark on your college and career journeys!

Developing a rich and diverse vocabulary can help you comprehend complex texts, express your thoughts more clearly, enhance your critical thinking and communication skills, boost your confidence and credibility in academic and social situations and articulate your ideas with precision and finesse.

## What kind of WOrds might needto learn?

#### General Academic Vocabulary

The words and phrases commonly used across different academic disciplines.

They are often more complex and abstract in nature, and may not be commonly used in everyday conversation.

They are important for students to learn and understand in order to effectively communicate and comprehend academic texts and lectures.

Examples of general academic vocabulary include words such as analyze, hypothesis, evaluate, and methodology.

### Domain-Specific Vocabulary

The set of specialized terms and phrases that are unique to a particular field, subject, or discipline.

These terms are often technical in nature and may be unfamiliar or have different meanings for individuals outside of that domain.

The use of this vocabulary helps to facilitate clear and concise communication among experts in a particular field.

Examples of domain specific vocabulary in English include words such as imagery, interpretation, context, and genre.

# What kind of WOrds might I ned to learn?

# What kind of WOrds might learn?

#### **Elevated Diction**

Elevated diction refers to the use of formal, sophisticated, and often complex language in writing or speech.

It is often used in literature, public speaking, or other formal contexts where a more elevated tone is appropriate.

This type of language is characterized by its use of ornate vocabulary, complex sentence structures, and literary devices such as metaphors, similes, and allusions.

The goal of elevated diction is to convey a sense of intellectual sophistication and mastery of language, often intended to impress or persuade an audience.

# Quick Activity 1:

#### Instructions:

In groups of 2-3 students, create a brainstorm or mind-map of domain specific words in English. You might choose to then group the words into categories.

#### Questions:

- O Do you think you could confidently provide a definition for every term you've listed?
- O Do you feel confident using every term you've listed in your academic writing?

# Quick Activity 2:

#### Instructions:

Go online and search for a list of general academic vocabulary. Then, save this list on your device. As homework this week, read through the list of terms and highlight the ones you might use in English class.

#### **Questions**:

- Are there any words on the list that are completely unfamiliar?
- Are there anywords on the list that you might use in other disciplinary fields?

# 5 Ways to Expand your General Vocabulary



# 1. Read Regularly

Reading a range of books, articles, and other materials can expose you to new words and phrases that you may not have come across.

Viewing new words in context, can help you learn about their meanings and usage. Additionally, reading helps us to understand the nuances of language and how words can be used in different ways.

This exposure to different styles of writing, genres, and subjects can also expand our vocabulary and help us to become more articulate and expressive in our own writing and speech.

## 2. Use Dictionary & Thesaurus

It's a good idea to become an 'active reader' by keeping your phone or laptop handy to search for and record new words you discover.

By regularly consulting these resources, one can expand their vocabulary and develop a more sophisticated writing style.

A dictionary provides definitions, pronunciations, and examples of how a word is used in context. This not only helps to clarify the meaning of a word, but also provides insight into how it can be used in different situations.

A thesaurus, on the other hand, provides synonyms and antonyms for a given word, allowing for a more nuanced understanding of its meaning and usage.

# 3. Play Word Games

Playing word games or crossword puzzles can be a fun way to improve vocabulary. By engaging with various word puzzles, players are exposed to new words and challenged to think critically about their meanings and usage.

Additionally, many word games incorporate elements of competition or reward which can incentivize players to learn and retain new vocabulary. Furthermore, the repetitive nature of these games can reinforce the memorization of words and their definitions.

There are many free apps available that help users learn new words and test their knowledge.

### 4.

# Practice Writing

Writing regularly is an effective way to improve vocabulary as it allows for the use of a wider range of vocabulary than speaking.

It also forces you to think critically about the words you use and how they relate to each other and you have more time to consider and select your words carefully.

It also offers a great opportunity to practice the use of new words and phrases to solidify your understanding of their meanings.

# 5. Engage in Conversation

When we have conversations, we are exposed to various words and phrases that we may not have heard before. By asking questions and actively listening, we can learn new words and their meanings.

Additionally, conversations provide context for these new words, making it easier to remember and use them in the future.

Engaging in conversations with people from different backgrounds and cultures can also expose us to new words and phrases that we may not have otherwise encountered.

# Class Initiatives



### Vocab Journal

So let's start right away! This semester, you will each start a vocabulary journal by writing down new words you come across during lessons, reading or in daily life. You should aim to include general academic words, domain-specific words (english or literary terms) or other precise or interesting formal vocabulary that will make your academic writing sound more sophisticated.

For each word you write down, provide a definition, write two sentences showing the word being used in context and record two synonyms. An example has been completed for you on the next slide!

Word:

Obstinate

**Definition:** 

Obstinate means stubbornly refusing to change one's opinion or chosen course of action, despite attempts to persuade one to do so. It often implies an unreasonable or inflexible kind of stubbornness.

**Usage:** 

E.g. The child was obstinate and refused to eat anything but pasta.

Synonyms:

stubborn, inflexible, headstrong

# Word of the Day

Just for a bit of fun we're also going to start a word of the day activity twice a week this semester that will be completely run by you!

Each of you will take turns choosing a new vocabulary word that will be displayed in the classroom or posted to the class communications forum. For your chosen word, you will need to include a definition, an example of usage and 2-3 synonyms. It's a good idea to select a word that is relevant to the current topic we are studying.

Our goal is then to try and use the word in our conversations or writing throughout the week. You can also add your classmates' word of the day to your vocabulary journals!



# To Conclude



# Committing to the process

Expanding your academic vocabulary, however you choose to do it, can be an interesting and entertaining activity. It can help you improve your academic writing, comprehend your studied texts and to sound more intelligent in conversation!

Unfortunately, vocabulary is not something that will magically improve overnight. It takes time and an active effort. When you've learnt a new word and understood its definition remember to practice by undertaking various exercises to commit the word to your memory and to ensure you know how to use it properly.

As you prepare yourself for college or a career, extend your learning beyond the classroom by by demonstrating independence in gathering vocabulary knowledge when considering words or phrases important to your disciplinary fields. Good luck!

### But wait! Let's finish with a challenge!

#### **Dead Words**

Find a stronger word to use for the following terms. You can use the internet including dictionary and thesaurus to help you.

- o sad
- happy
- o tired
- annoyed

- o mean
- o nice
- o stuff
- o big

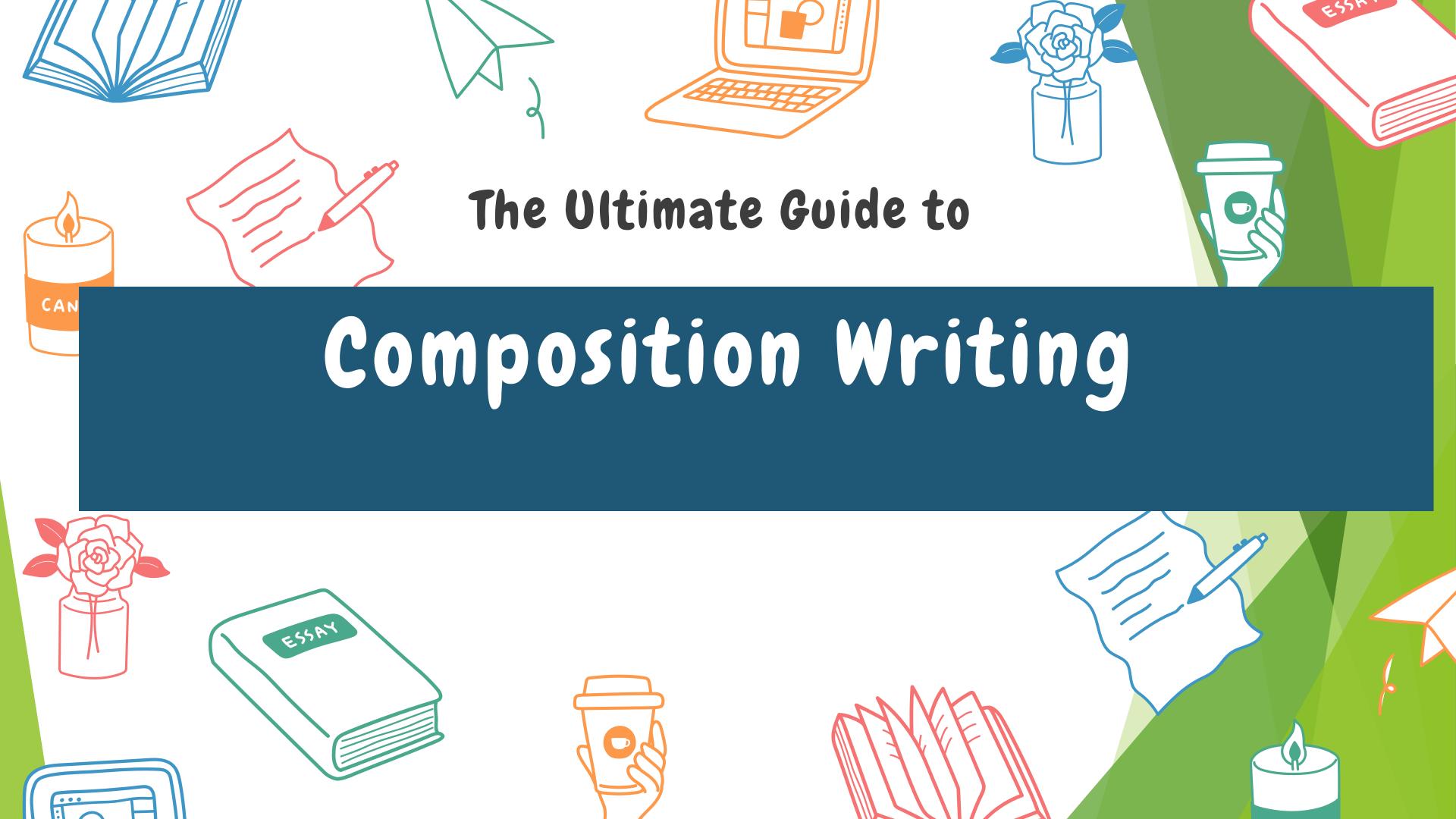
#### **Considering Connotations**

For each of the following words, list two synonyms - one with negative connotations and one with positive connotations.

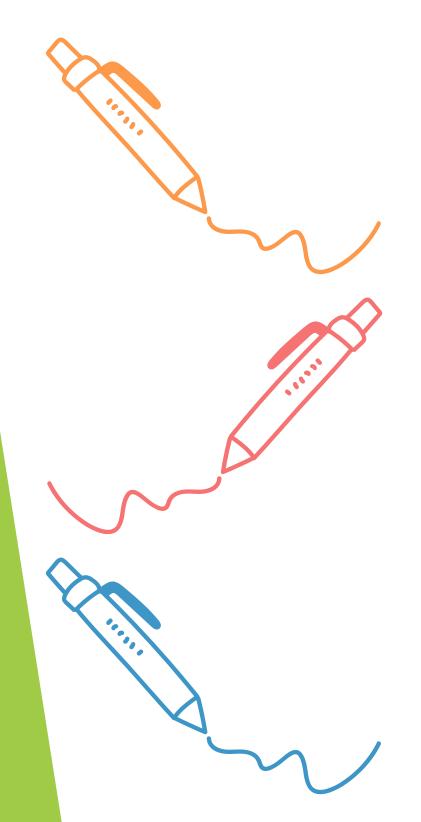
- walked
- o said
- o slept
- o unusual

- o group
- laughed
- confident
- o reason

Week 9	Composition	<ul> <li>Definition</li> <li>How to write</li> <li>Structure</li> <li>Content</li> </ul>	<ul> <li>Lecture</li> <li>Interactive demonstrati on</li> <li>PPT</li> </ul>	<ul> <li>Class attendance</li> <li>Class performance</li> </ul>	CLO 2 CLO 3	
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### Introduction



An essay is a piece of writing on a particular subject. In English class, compositions are written to show your understanding and analysis of studied texts by identifying, examining and drawing conclusions about their features or components and how these affect reader response.

We might be required to write compositions on novels, short stories, movies, documentaries, graphic novels or a range of other texts.

These analytical essays should develop an argument in response to a set question or consider or advance an interpretation of the studied text.

The following slides will outline the various steps you will need to take along with some handy hints to help you plan, draft and write essays in secondary school.

# Learning Objectives

This presentation is designed to be used over a number of lessons. It will focus on the skills required so that students can achieve the following:

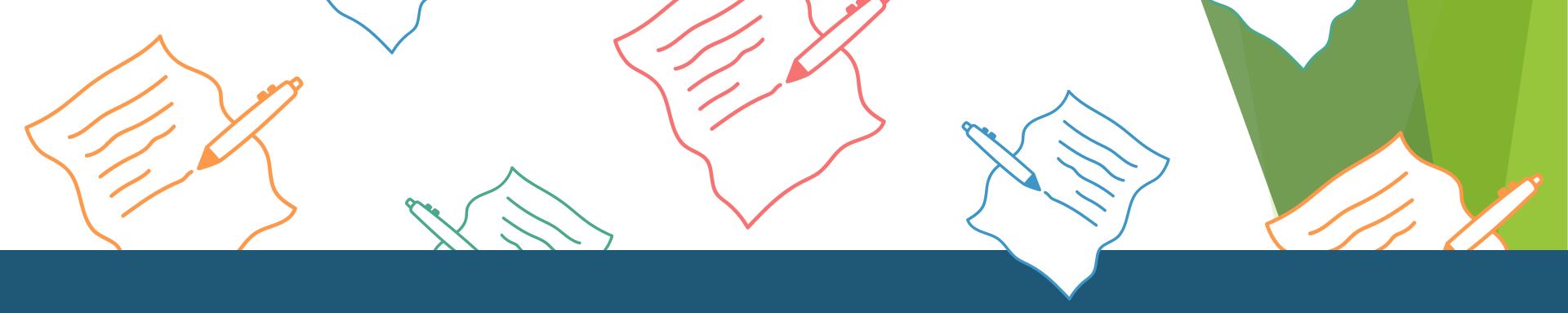
Deconstruct an composition question, identifying key words and making notes about how they apply to a studied text.

2

Create a brief composition plan by writing a clear thesis statement and three sub-points and selecting relevant examples to support.

3

Draft an introduction, three body paragraphs and a conclusion, following the essay structure provided and using essay writing vocabulary.



# Planning Your composition

Essay planning is very important; It ensures that you understand the question and have a clear line of argument and relevant examples to support your analysis.

### Deconstruct Question

Before you begin planning your composition, it's super important that you understand the question, and how you are to address it effectively. Start by identifying and defining the four main types of words in your essay question. The definitions are below and an example has been done for you on the next slide:

**Command Words** 

The words that provide the instruction as to what kind of skill you need to apply in the question.

E.g. Analyse, discuss, explain, explore, describe

Concept words

The words that refer to specific concepts from the syllabus that will be examined in the question.

E.g. Representation, context, values, attitudes

**Condition Words** 

The words that refer to the parameters placed on you that influence the way you respond to the question.

E.g. With reference to two texts, and/or, visual text

Critical Words

The words that help refine your response and add nuance. They distinguish strong responses from weaker ones.

E.g. A 'central' idea, a 'dominant' attitude, a 'controversial' issue

### Discuss how generic conventions have been used to position your response to themes in a studied text.

#### **Command Words**

 Discuss - Identify issues and provide points for and/or against

#### Concept words

- Generic conventions the features shown by texts that allow them to be put into a specific genre. Since the text is a novel, these are things like characterisation, setting, plot structure, point of view, symbolism etc.
- Theme An idea, concern or argument developed in a text, usually stated as an idea about human experience

#### **Condition Words**

 A studied text means it must be a text that we have studied in English class

#### Critical Words

- Position intentionally influence, affect, manipulate or form
- Your response a reaction to something. This might be an emotional response (feeling a certain way) or an intellectual response (thinking, questioning or understanding something)

### Plan Your Response

Once you have defined these key terms and understood what the question is asking, you should create a second brainstorm identifying how this applies to your studied text specifically.

Start with your concept words e.g.

- the **themes** explored in my studied text include bravery, growing up and dysfunctional family relationships (remember to shape these into theme statements or ideas to be more specific)
- o some **generic conventions** that could be discussed are characterisation, setting and plot structure start to name these specifically and make brief notes about how they are constructed

Consider the best three examples that you might focus on for your three body paragraphs.

Once you have a clear understanding about how you plan to approach the question, it's time to write your thesis statement!

### Write Thesis Statement

A thesis statement is one sentence that encompasses your main argument or stance in regards to the composition question. It should use the key words from the question to anchor your analysis.

#### If your essay question was:

Discuss how generic conventions have been used to position your response to themes in a studied text.

#### Your thesis statement might be:

The **novel** uses **generic conventions** of characterisation, setting and plot structure to **position an audience to understand** the **themes** of bravery, growing up and dysfunctional family relationships by conveying the idea that the journey from childhood to adolescence often involves changing ideas about oneself and the people around us.

A good way to make sure you've done this is to highlight or colour code the key words in your thesis statement. Once you have a clear overall argument, you can start to form your sub-points!

# Plan your Sub-Points



The next step is breaking down your thesis statement into three smaller ideas that you can work to prove through each body paragraph. Your sub-points will become the topic sentences for your three body paragraphs.





Each sub-point should include the key words from the question to anchor your response as well as specific textual features you will discuss in order to support your analysis.



You can start to consider the bigger features of the text (if it's a novel this might include narrative conventions) or the smaller features (if i's a novel, this might include language and stylistic devices).



It might not be necessary to have all your direct quotes and examples ready yet, but you should have a general idea of what textual features you are going to discuss.



An example has been done for you on the next slide.

The novel uses generic conventions of characterisation, setting and plot structure to position an audience to understand the themes of bravery, growing up and dysfunctional family relationships by conveying the idea that the journey from childhood to adolescence often involves changing ideas about oneself and the people around us.



The author utilises the prologue of the novel to introduce the point of view and perspective of the protagonist and narrator to explore the theme of growing up. Through his construction an audience is positioned to understand the idea that coming of age often involves losing ones innocence in order to gain a more complex understanding of the world.



In addition, the characterisation of the protagonist and the setting of his hometown have been used to encourage the reader to consider the theme of bravery by exploring the idea that it takes courage to stand up and be different in a closed, insular country community.



Finally, the plot structure features of climax and resolution position an audience to understand the theme of dysfunctional family relationships by considering the idea that leaving ones toxic biological family can be a necessary decision to preserve an individuals wellbeing.

### Select Examples



Lastly, you will need to select direct and explicit examples from the text to illustrate each of your sub-points. Always try to use direct quotes instead of paraphrasing examples if you want to achieve a high mark.





Dot points or brief notes are fine for this stage of your planning.

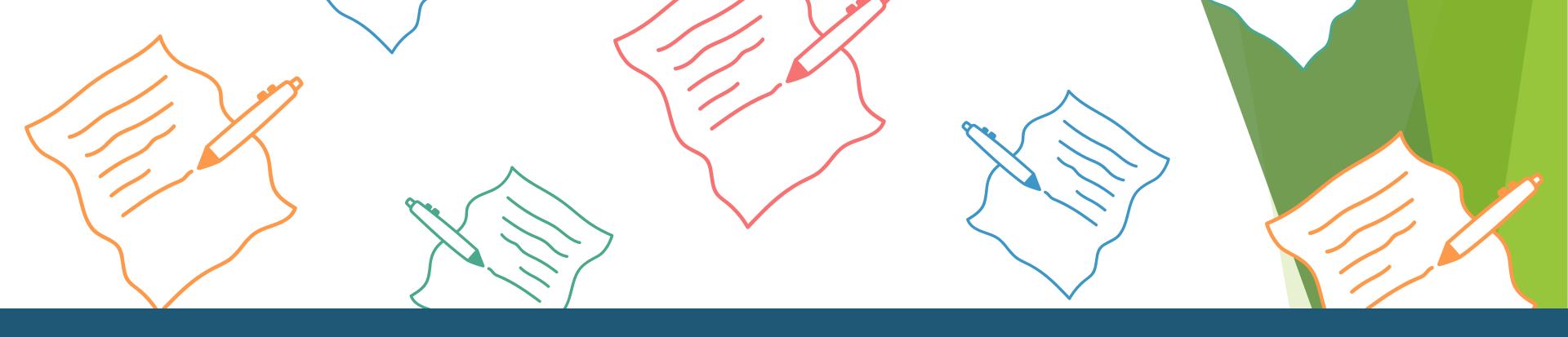
Make sure direct quotes are exact and accurate. Write them exactly as they are in the text. Remember shorter quotes are easier to embed into a sentence. You can use ellipsis to cut out the middle of a quote or square brackets to change a word or two if you need to.

Record page numbers as you go just incase you need to find the quote again.



Once you have finished recording your examples it's time to start drafting our essay. The following slides will outline the structure for writing an introduction, body paragraphs and a conclusion.





### The Introduction

The introduction serves as a 'map' of your composition, outlining to the reader your main argument (thesis statement) and sub-points which you develop throughout your essay (contentions).

### Introduction Structure

Global Statement

Hook interest and lead into the essay by beginning with a sentence that is broad but interesting and relevant to your theme or topic.

Introduce Text

Give the title, author, date of publication and any a brief summary of what the text is about or any relevant contextual information.

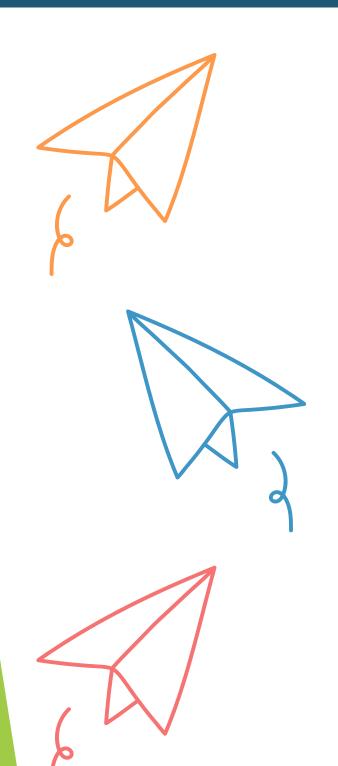
Thesis Statement

Directly answers the essay question and provides an overview of the position you will be taking. Make sure to use key words.

Menu

Introduce the three specific contentions that your paragraphs will focus on or lead into the rest of your essay with a relevant statement.

# Writing Global Statements



The global statement is a technique used to grab attention and hook interest in the opening paragraph of an essay by beginning with an interesting sentence that introduces and leads towards the theme or purpose of your essay.

It is not absolutely necessary to the structure of an introduction (as you can just begin by introducing your text instead.

However, they can make you seem eloquent, knowledgeable and creative as a writer, making your essay stand out from the rest!

# Writing Global Statements

Many students struggle with where to start in terms of writing their global statement. We recommend the following:



Write your thesis statement first.

It's important to know what your destination will be i.e. the topic, theme or purpose you will need to lead into. 2

Identify the main topic from your thesis and go up one step in terms of broadness.

What category does it fall into? E.g. are you writing about a theme, characters, context, genre etc.

3

Write a statement that is broad enough to introduce the topic and give some context.

Then, you can narrow down towards your argument.

# Writing Global Statements

If you're still stuck with ideas, here are some suggestions. You could begin your essay by focusing your global statement around:

#### Context

The context of production or reception of the text (something about the time it was written or produced).

#### Theme

The theme
(something to
do with the key
ideas about
people, society
or the world
that are
explored in the
text).

#### Genre

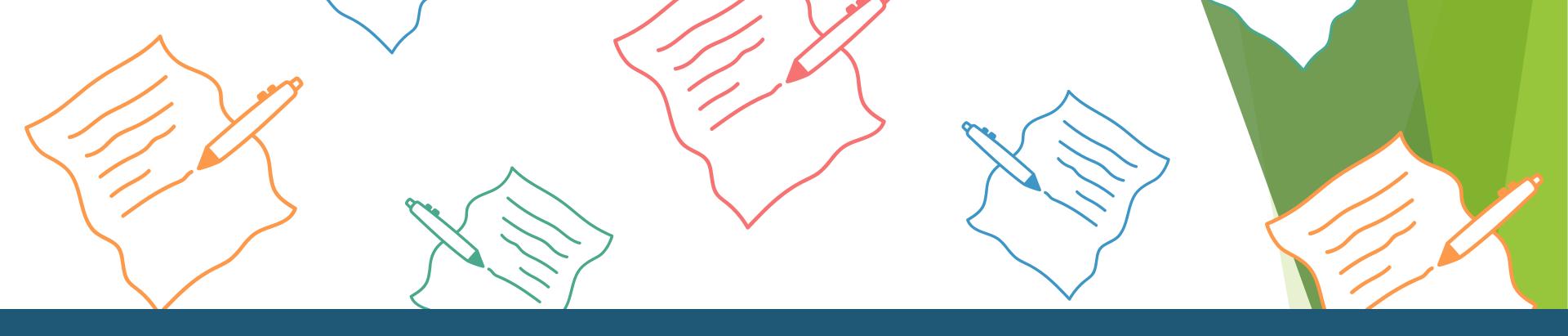
The genre (something to do with the category of text or our expectations of the genre).

#### Purpose

A broader
quote about
the purpose or
power of
literature,
novels, film,
documentaries
etc.

#### Quote

A famous
quote about
something
relevant to the
theme or even
a quote from
the text itself.



# The Body Paragraphs

Each body paragraph of the composition will present an aspect of the construction of the text that conveys the main ideas to the reader. Each paragraph should be able to stand by itself as well as being part of your overall discussion.

# Body Paragraph Structure

Topic Sentence (and Developing Sentence)

Outline the main idea of the paragraph and clearly address the question and/or support your thesis statement by using key words. If you can't fit this into one sentence, a second developing sentence can be used to give further context or be used as a lead in to your first example.

Evidence

Give explicit examples from the text (direct quotes, examples of visual or film codes etc.). Make sure you name the technique being used.

Explanation

Provide an explanation of the effect of your example (how it conveys ideas or positions audience response). Make sure you consider the key concepts you need to address.

You should aim to include between 2-4 pieces of evidence, depending on essay length and text type.

Linking Statement

Acts as an anchor to tie your argument back to the thesis statement or the idea in your topic sentence. Use key words.

# Writing Body Paragraphs

There are a few other considerations when planning and drafting your body paragraphs. For example:

Consider the most effective order when arranging your paragraphs so they support your argument.

Usually, you would order your paragraphs with your strongest contention first and your weakest one last.

2

Another way to order your paragraphs is around the development of the theme or ideas in the text.

For this, you would start with the earliest event or idea in the studied text and finish with the latest.

3

Practice timed writing at home to make sure your plan is achievable under timed conditions.

You will usually have an hour to write your essay so each paragraph should take 10–12 minutes.

### Composition

Composition can be defined as the orderly arrangement of elements in a scene which, when taken as a whole, conveys intent and meaning.

### 1. Brainstorming

- \* Storm your brain for ideas.
- \* Write them down very quickly.
- \* Write words or short notes
- \* Don't write sentences.

#### 2. Put Your Ideas in Order

- \* Look through your notes.
- \* Use numbers to put them in the order you want to mention them in writing.
- \* You don't need to use all your ideas.
- \* You can add more if you want to.

#### **Drafting**

- \* Now you really begin writing. Write away!
- \* Don't worry about spelling, grammar, punctuation or the best wording.
- \* Write on every other line.
- \* Leave a wide margin. You can use this space for additions, comments...
- \* Push yourself to the end of the first draft. Don't stop to correct yourself.
- \* If unsure of the spelling of a word, put a? above it and go on.
- \* If unsure of punctuation, put a dash (-) and go on.
- \* If unsure about which word to use, write two or three words, or write the words in your main language, and go on.

#### If you run out of ideas:

- a. Look back at your preparation notes.
- b. Read what you have written so far.
- c. Put your writing away for a while.

#### Revising

#### The revising stage is where you check that:

- \* You have said what you wanted to say.
- \* You have said it in a clear and appropriate way.
- \* You have said it in a way that will interest your reader.

#### Here are some changes you may want to make when revising.

- \* Changing the order of the parts (use arrows)
- \* Taking out parts that are not necessary (cross over)
- \* Adding parts (use your margin, write them after and put an arrow)
- \* Saying something in a better way.
- \* Combining two or three sentences into one.
- \* Making long sentences into two or three shorter ones.

#### Proofreading

Proofreading is very important in the writing process. You should give it some time and attention in all your writing.

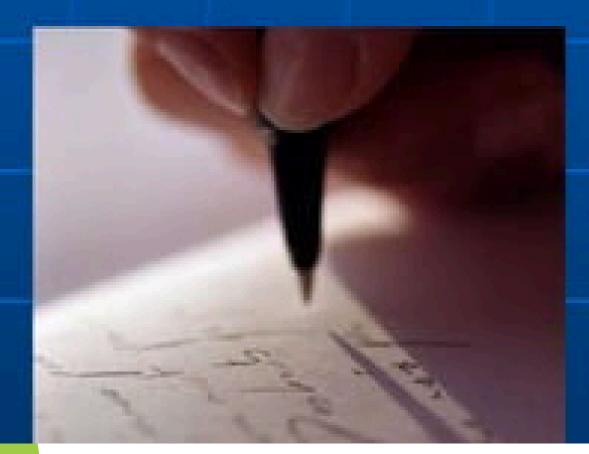
- \* Changing parts that aren't good.
- \* Substituting one word for another. (correcting vocabulary)
- \* Correcting grammar, punctuation and spelling.
- \* Use high quality vocabulary. (use your dictionary)

### Introduction

- The first and most important
- Clear, precise and effective
- States the theme
- Tells the reader what to expect in the rest of the composition
- Make it interesting

# The Body

 Begin each paragraph with a topic sentence.



Example:

Samad's hobby is reading.

1-

Topic + approach = opening sentence (O.S.)

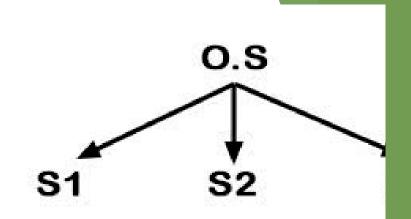
### Example:

**Topic**- *Life in a village* 

Approach- better than cities

**Opening sentence**- Nowadays, most people prefer living in cities, but I prefer to live in a village because life there is much better and healthy.

# 2- ideas (points) connected to the opening sentence



Example of good points:

no pollution

people know each other

friendly people

contact with nature

life is cheaper

Example of bad points:

I live in Rome (not relevant to the O.S.)

Villages in the south of Spain are bigger than in the north (wrong, we must compare life in the village with life in the city, not comparing different villages)

Last year I visited a very beautiful village (not relevant to the O.S.)

Night life is boring (it contradicts the O.S. unless you compensate this with a "but...")

People gossip and are nosy and messes with your life (modifies or contradicts the idea in the O.S.)

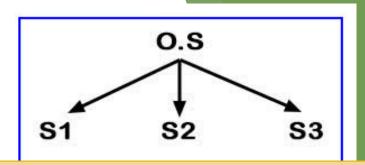
### 3- details about the points

Each point is the seed of a future paragraph (or section or chapter, if it is a long writing). For every point, think of a few details to explain that idea.

Example: - friendly people people help you

people talk to you in the streets people invite you to a drink in the bars

### 4- closing sentences



- 1- a restatement of the opening sentence (you say the same idea but using different words)
- Example: There's no doubt about it: life in a village is much better than life in a city.
- 2- a summary of the points (ideas). Example: With a cheaper life, a close contact with nature, a healthy environment and surrounded by nice people, villages are the ideal place to live.
- 3- a look to the future. Example: I really think I should leave the city and look for a nice house in a village as soon as possible.
- 4- a related thought that grows out of the body (usually a conclusion from the points).
- Example: That's why our urban societies are more efficient, but its people are less human.
- 5- **mixed type** (a combination of several types of conclusions) Example: *That's why I'm planning to move to a village, because life there is much better than in the cities* (type 3 + type 1, even the whole sentence can be an example of type 4)

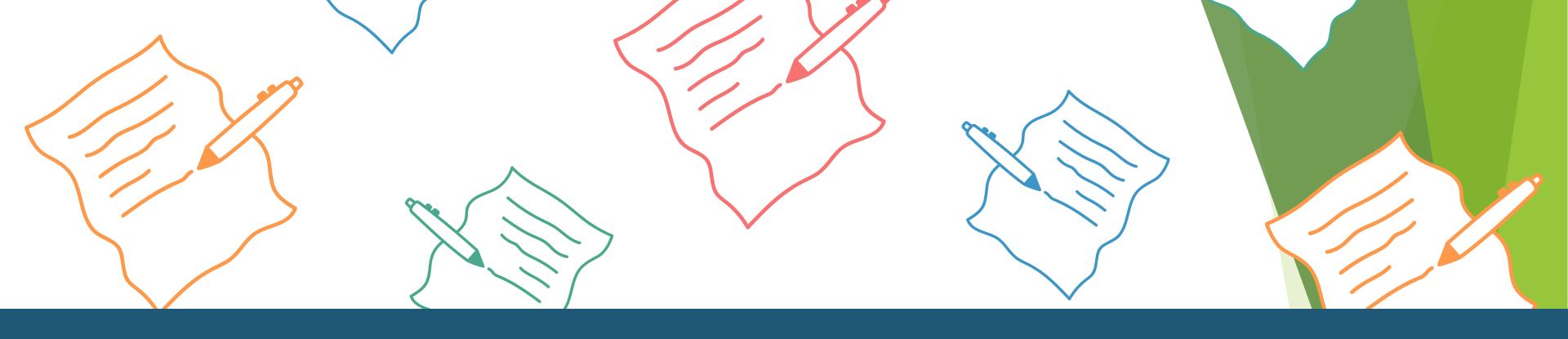
### The four modes of composition:

Description

Exposition

Narration

Argumentation



# The Conclusion

It reiterates the main idea or argument in a slightly different way. It reflects on the composition and the evidence you provided to prove your thesis and wraps up your discussion in an effective manner.

## Conclusion Structure

Topic sentence

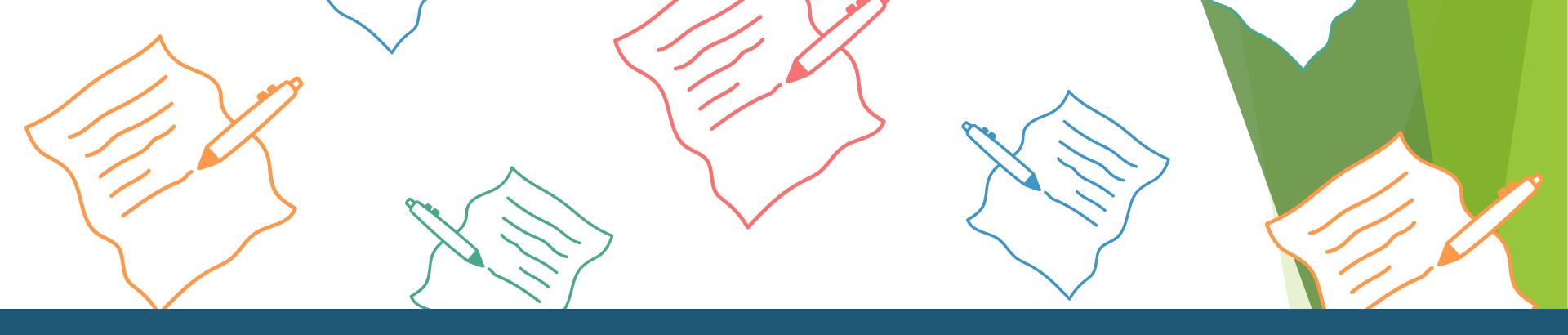
Restate your thesis statement in a slightly different way.

Elaborative Sentences

Provide a brief summary of the evidence you provided through your three sub-points in support of your thesis.

Round Off

Give your last thought or comment that links back to your overall topic or purpose. Sums up your discussion by leaving a lasting impression on your reader.



# Essay Writing Vocabulary

To be a good writer and have the capacity to express your thoughts clearly, you need a bank of verbs, connectives and phrases to use to help you vary your language and be precise when analysing a text.

# Analytical Verbs

Different verbs have different meanings or suggest different relationships between authors, readers, characters and ideas. These can be used in thesis statements, topic sentences and explanations. Consider the following:

Affirms

Condones

Endorses

Supports

Compels

Advocates

Promotes

Compares

Contrasts

Explores

Interrogates

Questions

Scrutinises

Defines

Illustrates

Conveys

Represents

Portrays

Comments

Considers

Presents

Suggests

Includes

Reveals

Produces

Indicates

States

Critiques

Challenges

Condemns

Rejects

Contests

Attacks

Argues

Disrupts

Justifies

## Connectives

Connectives are words we use in between sentences to join them. They allow us to be more precise about the relationships between statements. Different phrases and words serve different purposes in connecting ideas and arguments.

Adding an idea

E.g. additionally, and, also, apart from this, as well (as), in addition, moreover, further, furthermore

Emphasising an idea

E.g. again, in fact, interestingly, indeed, it should be noted, more importantly, most importantly, to repeat, fortunately/unfortunately, unquestionably

To indicate a sequence

E.g. firstly, secondly, thirdly, next, before, earlier, finally, following, given the above, later, meanwhile, subsequently, then, to conclude, while

#### To compare

E.g. correspondingly, equally, for the same reason, in a similar manner, in comparison, in the same way, on the one hand, similarly

#### To contrast

E.g. alternatively, although, but, conversely, despite, even so, even though, however, in contrast, in spite of, instead, on the contrary, nevertheless, nonetheless, on the other hand, rather, still, though, yet, whereas, while

#### To illustrate an example

E.g. A further instance of this is..., an example of this is..., for example, for instance, such as, thus, as follows

#### To restate ideas

E.g. in other words, more simply, namely, simply put, to put it differently / another way, such as, that is

## To explain cause or effect

E.g. the consequence of, because, due to, for, the effect of, since, the result of, accordingly, as a result, consequently, for this reason, hence, so, therefore, thus

# Audience Positioning

When discussing audience, you can also use the words 'reader' or 'viewe<mark>r'. Here</mark> are some alternate ways to discuss audience positioning.

Prompts the audience to
Allows the audience to
Elicits the audience's sense of
Motivates the audience to
Activates feelings of
Invites the audience
Encourages the audience
Confronts audience with
Provokes strong feelings of
Compels the audience to

Deters the audience from
Taunts the audience's
Scares the audience into
Dares the audience to
Forces the audience to
Scorns the audience's
Pressures audience to
Challenges an audience to
Incites the audience's sense of
Question's the audience's

Discourages the audience from
Enflames the audience's
Rouses the audience's sense of
Goads the audience
Warns the audience off
Ridicules the audience's
Mocks the audience's
Contests the audience's
Undermines the audience's
Reminds the audience of

# To Sum Up



composition writing skills will be something that students develop and refine throughout secondary school.



Although this presentation can be used as a guide to get you started, you might change or alter your approach depending on a number of factors.

Make sure you check with your teacher about specific styles, conditions or parameters that may influence the way you plan or write.







Week 10	Argumentative Writing	<ul><li>Definition</li><li>How to write</li></ul>	<ul> <li>Lecture with multimedia presentatio n</li> <li>Interactive demonstrati on</li> </ul>	<ul><li>Class attendance</li><li>Class performance</li><li>Final exam</li></ul>	CLO 2 CLO 5
Week 11	Test on Writing	<ol> <li>Creativity</li> <li>Clarity</li> <li>Organization</li> <li>Spelling and grammar</li> </ol>	• Question Paper	<ul><li>Class attendance</li><li>Class performance</li><li>Exam</li></ul>	CLO 5 CLO 4

### Choose your opinion & generate ideas

Agree or disagree question asks you to **clearly determine whether you agree or disagree** with the statement. Unlike questions that ask you <u>to what</u> <u>extent do you agree or disagree</u>, this question asks you to have a super-clear opinion. After you've decided your opinion, **generate 2-3 supporting points for it**.



#### **FORMAT:**

- 1. Structure
- 2. Deciding Opinion
- 3. Idea Generation
- 4. Writing an Effective Introduction
- **5. Writing Supporting Paragraphs**
- 6. Writing a Conclusion

#### **Introduction:**

Write your introduction in two sentences:

Sentence 1 - paraphrase the statement (you can use 'it is argued/considered/thought that' to start):

Sentence 2 - say whether you agree or disagree with it and extend your opinion: I completely disagree with this opinion and think that job satisfaction is much more important than salary.

### Body paragraph 1 - the 1st reason you agree/disagree

### Sentence 1 - state the first reason you agree/disagree.

This sentence should contain the main idea of the whole 1st paragraph. Use words *firstly* or *first of all* to introduce the first reason. In our case we'll use the reason that job satisfaction gives you a sense of fulfillment:

**Sentences 2-3 - explain the reason. To** explain the reason effectively, you can imagine that your examiner has no knowledge of this subject at all and you have to explain every detail:

Sentence 5 - a short summary of your ideas in this paragraph

Sentence 1 - state the second reason you agree/disagree. This statement should contain the main idea of the whole 2nd paragraph. Use words *secondly* or *moreover* to introduce the second reason:

Sentences 2-3 - explain the reason (assume that your examiner doesn't understand the topic at all):

### Support your idea with an example:

A short summary of your thoughts in the 2nd paragraph

#### **Conclusion**

You can write the conclusion in **one sentence that summarizes your opinion + 2 reasons for it**:

Week Graph and table	<ul><li>Steps of writing it</li><li>What not to include.</li><li>Practical writing</li></ul>	<ul> <li>Lecture with demonstrati on</li> <li>Interactive demonstrati on</li> </ul>	<ul> <li>Class attendance</li> <li>Class performance</li> <li>Final exam</li> <li>Presentation</li> </ul>	CLO 2 CLO 5	
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## Out line

- Definition
- Types of bar chart
- Bar Charts uses
- Bar chart statistics
- Difference of bar and histogram charts
- Advantages & disadvantages



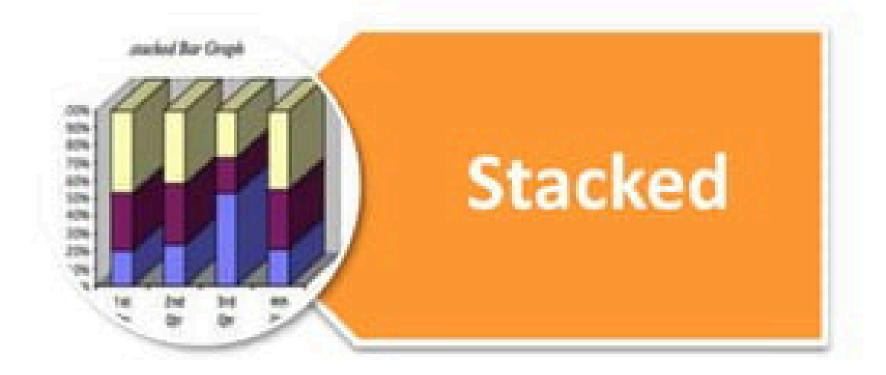
## Definition

 A bar graph is a chart that uses either horizontal or vertical bars to show comparisons among categories.

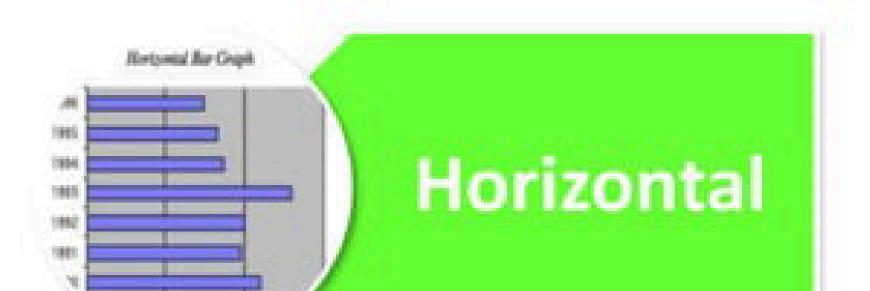


# Types of Bar Graphs



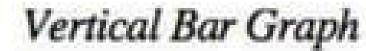


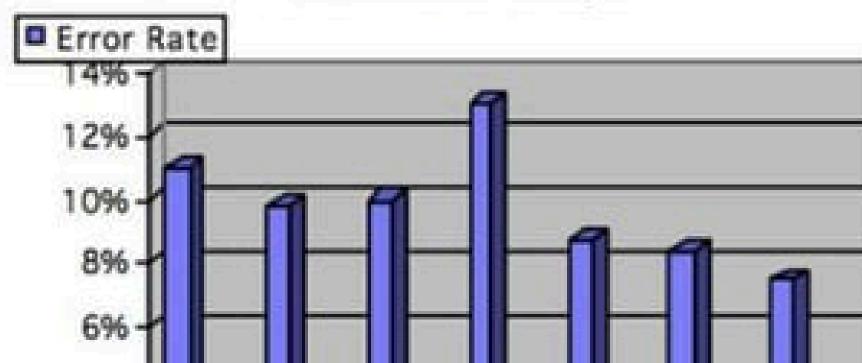




# Single (vertical) bar chart

 Single bar graphs are used to convey the discrete value of the item for each category shown on the opposing axis.

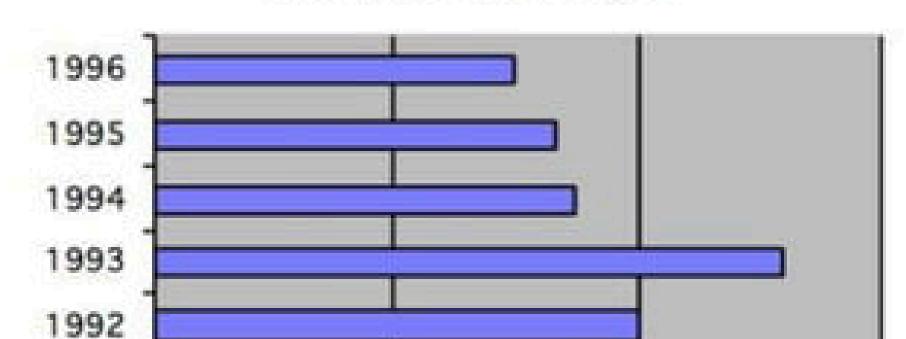




## Horizontal bar chart

it is also possible to draw bar charts so that the bars are horizontal which means that the longer the bar, the larger the category.

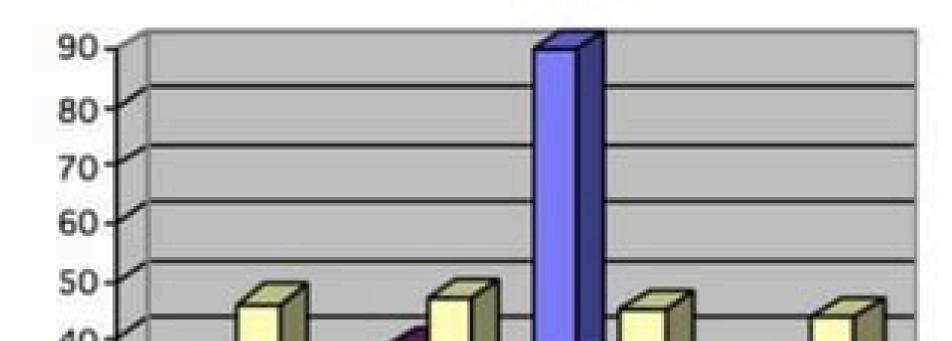
#### Horizontal Bar Graph



# Grouped bar chart

A grouped or clustered bar graph is used to represent discrete values for more than one item that share the same category.

Grouped Bar Graph

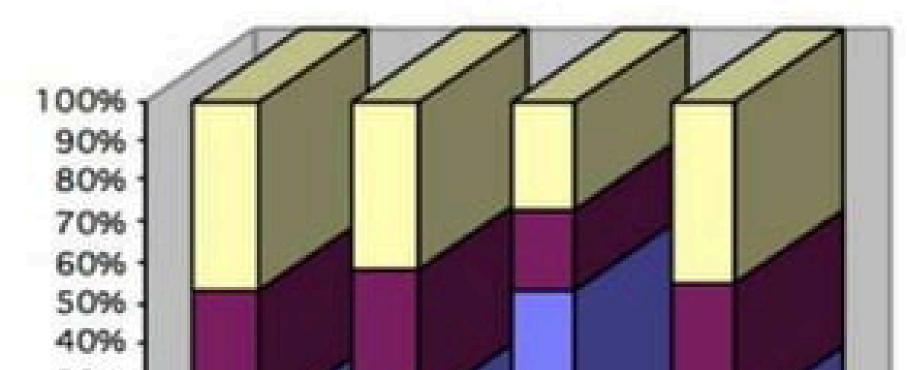


# Grouped bar chart

- Grouped bar charts are a way of showing information about different sub-groups of the main categories.
- but care needs to be taken to ensure that the chart does not contain too much information making it complicated to read and interpret.

## Stacked bar chart

Some bar graphs have the bar divided into subparts that represent the discrete value for items that represent a portion of a whole group.
Stacked Bar Graph



## Stacked bar chart

- Stacked bar chars are similar to grouped bar charts in that they are used to display information about the sub-groups that make up the different categories.
- Stacked bar charts can also be used to show the percentage contribution different subgroups contribute to each separate category.

## **Bar Charts uses**

useful for comparing classes or groups of data. In bar charts, a class or group can have a single category of data, or they can be broken down further into multiple categories for greater depth of analysis.

# Difference of bar and histogram

## Bar graph

### type of data

 In bar graphs are usually used to display "categorical data", that is data that fits into categories

## Histogram graph

### type of data

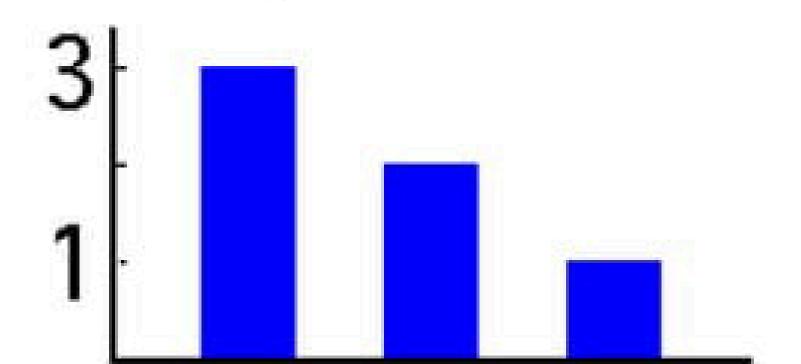
 used to present "continuous data", that is data that represents measured quantity where, at least in theory, the numbers can take on any value in a certain range

# Difference of bar and histogram

## Bar graph

### the way they are drawn

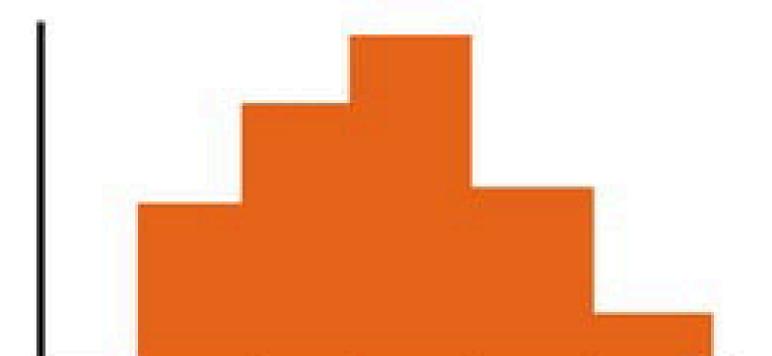
 the bars in bar graphs are usually separated



## Histogram graph

### the way they are drawn

 the bars are adjacent to each other



# How to use it ..!?

Determine the discrete range

 Examine your data to find the bar with the largest value. This will help you determine the range of the vertical axis and the size of each increment.

Determine the  Examine your data to find how many bars your chart will contain. Use this number to

# How to use it ..!?

Determine the order of the bars

 Bars may be arranged in any order. (A bar chart arranged from highest to lowest incidence is called a Pareto chart).

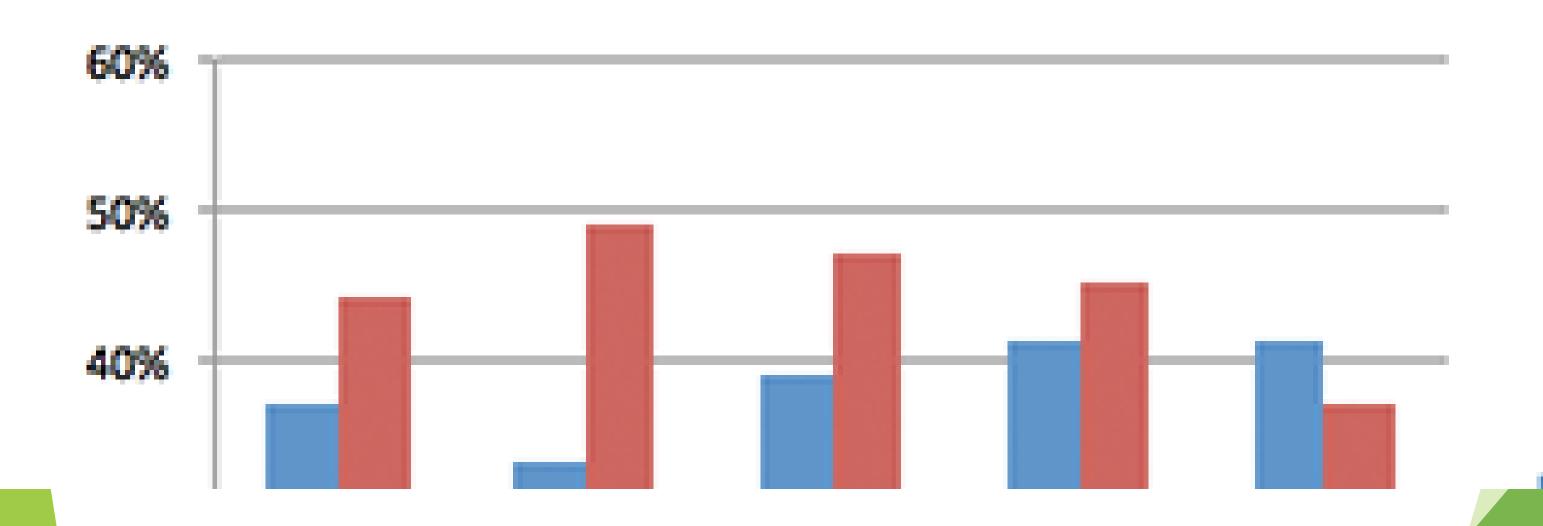
Draw the

 If you are preparing a grouped bar graph, remember to present the

### **Bar chart Question:**

The bar chart shows the divorce rates in two European countries from 2011 to 2015. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

### Divorce rates in Finland and Sweden



### Bar chart answering strategy:

#### 1. Introduction

You should start your answer by writing an introduction. The introduction is 1 or 2 sentences, where you paraphrase the information from your question. You should mention two things in your introduction:

- what your graph shows
- for what period of time

In our example, the introduction can look like this:

The bar chart provides information about the percentages of divorces in Finland and Sweden between 2011 and 2015.

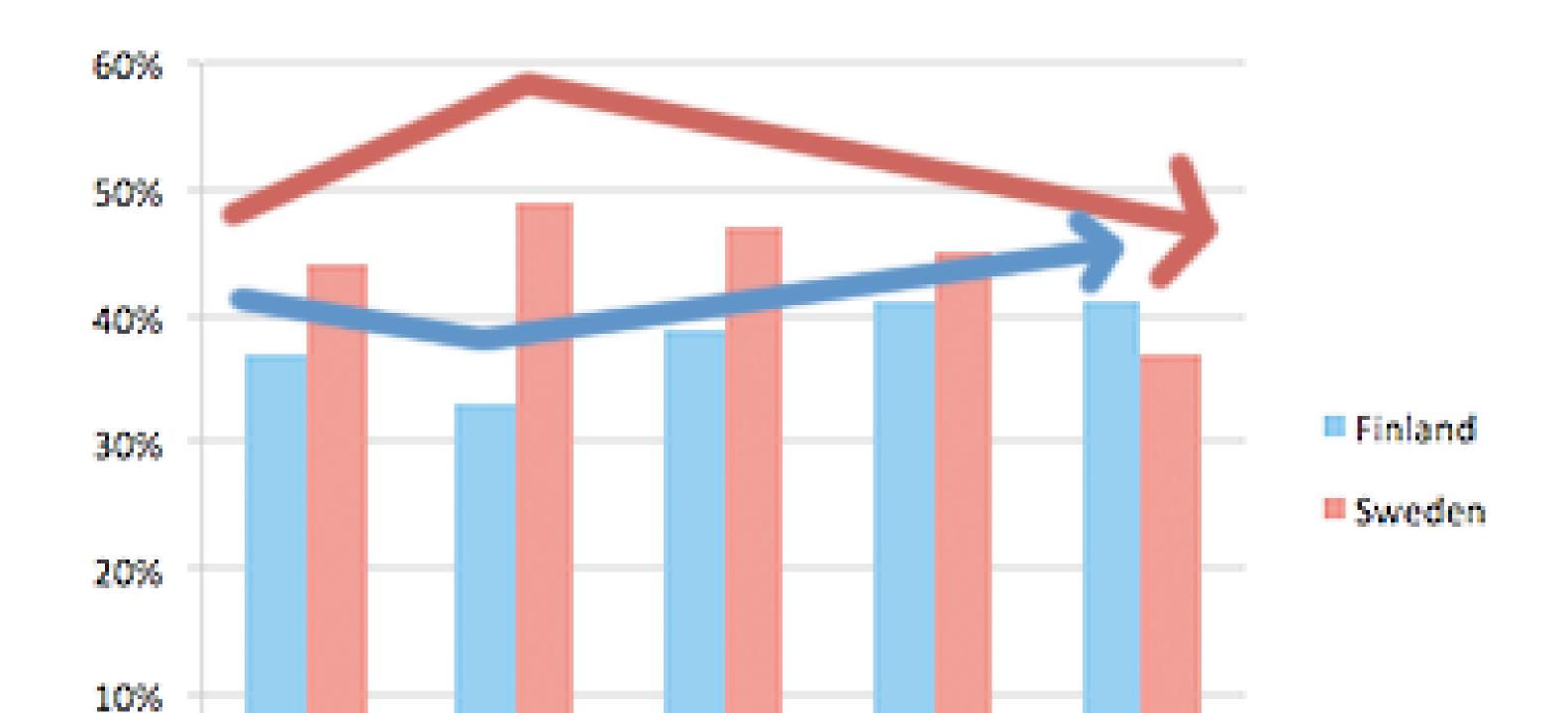
See how I used synonyms to paraphrase the question:

Shows → provides information about divorce rates → percentages of divorces two European countries → Finland and Sweden (it's good to be more specific) from 2011 to 2015 → between 2011 and 2015.

#### 2. General Overview

The second paragraph of your answer is a general overview, where you briefly describe major trends on your graph. Ideally, you should describe 2-4 key features. To make major trends easier to notice, you can outline Sweden's bars and Finland's bars like this:

### Divorce rates in Finland and Sweden



### Now it's obvious that:

- Sweden experienced a downward trend
- Finland experienced an upward trend
- both countries showed fluctuations
- Initially Finland had a lower rate, but in 2015 Finland outraced Sweden

Use word overall to start your general overview. In our case, the overview may look as follows:

Overall, Sweden experienced a downward trend, while Finland showed an upward trend throughout the period. Both countries' divorce rates had some fluctuations. Although Finland initially had a lower rate, it outraced Sweden at the end of the period

#### 3. Specific details

After we've written the introduction and general overview, it's time to give the specific details. You should describe the specific features in 2 or 3 (sometimes more) paragraphs.

You can group data in such way:

- Details about Sweden
- Details about Finland

When you have two countries (or two cities or any other two things depicted on the graph), the simplest way of grouping data - is to describe each country's trend in a separate paragraph. When giving specific features, you have to write exact numbers/percentages and include as much details as you can.

In our case, the specific details may look as follows:

Sweden's divorce rate was about 45% in 2011, being higher than Finland's rate by approximately 8%. Then, it rose to almost fifty percent in 2012. However, the figure showed a gradual decrease to about 47% in 2013, and continued to decline steadily to the end of the period, reaching around 4in 2014 and hitting a low-point of about 37% in 2015. Percentage of divorces in Finland was less than 40% in 2011, and it decreased in 2012, when about one third of marriages in Finland ended with a divorce (as opposed to almost a half in Sweden). However, the figure experienced a steady growth ding the next two years. It rose to approximately 39% in 2013, then increased by around 3% in 2014, and remained steady for the next year, outracing the rate of Sweden.

#### Tips:

- When analyzing a bar-chart, we cannot always give exact details (due to inaccuracies of the chart), so use words around, about and approximately when giving inexact data.
- Give data for each year shown on the chart

#### The full answer + Practice

It's the end, we have finally written the answer for bar chart question. And now, let's practice: The bar chart provides information about the percentages of divorces in Finland and Sweden between 2011 and 2015.

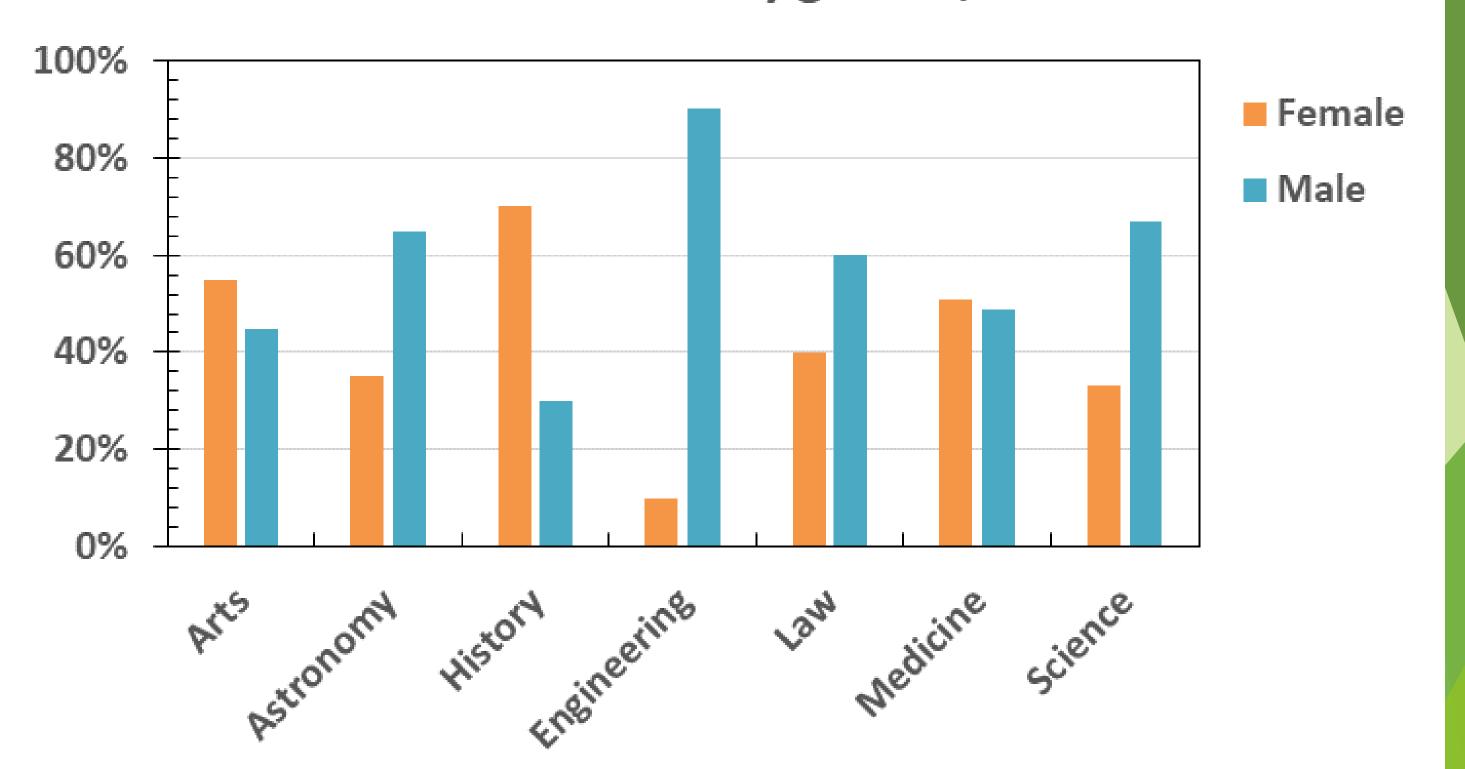
Overall, Sweden experienced a downward trend, while Finland showed an upward trend throughout the period. Both countries' divorce rates had some fluctuations. Although Finland initially had a lower rate, it outraced Sweden at the end of the period.

Sweden's divorce rate was about 45% in 2011, being higher than Finland's rate by approximately 8%. Then, it rose to almost fifty percent in 2012. However, the figure showed a gradual decrease to about 47% in 2013, and continued to decline steadily to the end of the period, reaching around 45% in 2014 and hitting a low-point of about 37% in 2015.

Percentage of divorces in Finland was less than 40% in 2011, and it decreased in 2012, when about one third of marriages in Finland ended with a divorce (as opposed to almost a half in Sweden). However, the figure experienced a steady growth during the next two years. It rose to approximately 39% in 2013, then increased by around 3% in 2014, and remained steady for the next year, outracing the rate of Sweden.

The bar graph shows the percentage of male and female academic staff members in different faculties of a particular university in 2008. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

### Academic staff by gender, 2008



#### Sample Answer

The bar graph provides information about the gender distribution of teachers in seven different departments of a university in 2008. One striking feature of the chart is that there was a large gender disparity in some faculties. Engineering had the highest percentage of male academics whereas the faculty of history was dominated by female academics. Notably, there were approximately 90% male and 10% female teachers in the faculty of engineering. In history, nearly three quarters of the academic staff were women compared to approximately 30% men. Other faculties, on the other hand, had a more balanced composition. In medicine, men and women were almost equally represented, while in arts slightly more than half of the teachers were female. Interestingly, astronomy and science were the only two faculties which had the same proportions of both the genders, 65% males versus 35% females. In law, the percentage of female academics was 5% higher than that in astronomy and science.

Overall, the chart shows that at this university, the faculties of engineering, astronomy and science were male-dominated; however, women had a significant presence in fields related to arts, history and medicine.

### Advantages

- show each data category in a frequency distribution
- display relative numbers or proportions
- 3. summarize a large data set in visual form
- 4. clarify trends better than do tables
- 5. estimate key values at a glance

6. permit a visual check of the accuracy

# Disadvantages

- require additional explanation
- be easily manipulated to yield false impressions
- fail to reveal key assumptions, causes, effects, or patterns

Week 13,14	Paragraph Writing	<ul><li>Types</li><li>Rules for using Connectors</li></ul>	<ul><li>Lecture with Multimedia presentation</li><li>Discussion</li></ul>	<ul> <li>Class attendance</li> <li>Class performance</li> <li>Final exam</li> <li>Assignment</li> </ul>	CLO 2-3
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The Ultimate Guide to

# Paragraph Writing

### Introduction

You'll be asked to write different types of analytical responses such as a short answer response or an essay response. To be successful at these, you will need to understand the structure for writing an analytical paragraph.

A paragraph is a self-contained unit of writing that focuses on a particular point or idea followed by evidence to support this idea. A standard essay will require you to write three paragraphs but you might come across questions in class that ask you to write a paragraph response.



# Learning Objectives

This presentation will focus on the skills required so that students can achieve the following:



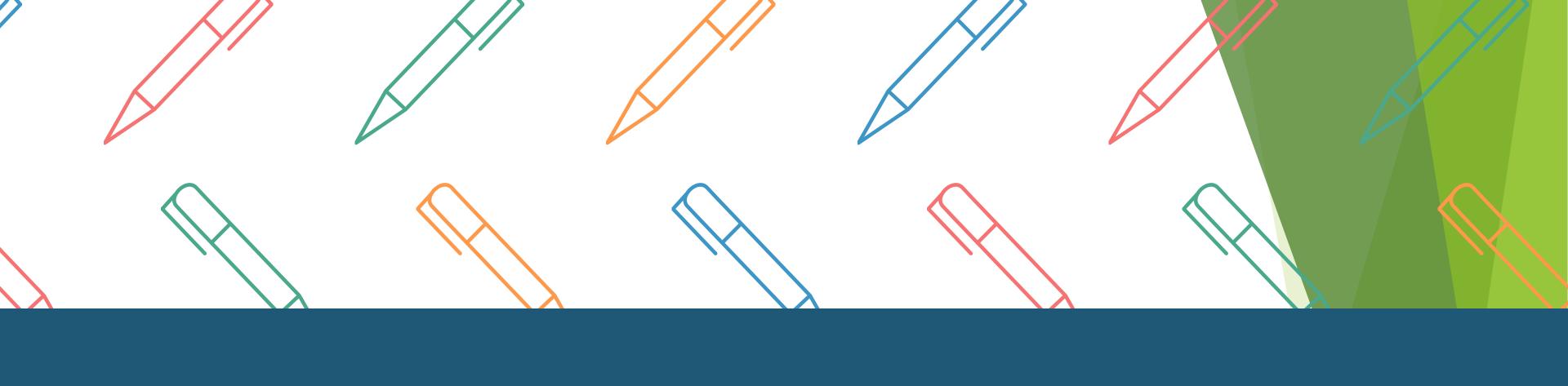
#### For Lower School

Write a simple paragraph with clear structure that includes a topic sentence, example, explanation and linking statement.

2

#### For Upper School

Write an extended paragraph with clear structure that includes a topic sentence and developing sentence, 2-3 examples and explanations and a linking statement.



# Simple Paragraph Structure

# Simple Paragraph Structure

A basic paragraph will have four main parts. These are:

Topic Sentence

A sentence that identifies a clear main point or outlines the topic you're writing about. It should directly address the question by using key words.

Example

A specific example from the text that support your point. It should be the strongest piece of evidence that illustrates your idea. Use metalanguage where possible to identify specific techniques.

Explanation

A sentence that gives more detail to explain how your example supports your point. Consider the effect of your example e.g. how it conveys ideas and positions audience response. Make it clear that you understand the question.

Linking Statement

Link back to the question by reinforcing the main point of your paragraph. You might also use key words here. You should not introduce any new information.

# Example

#### Topic Sentence

In the movie poster, the body language of the father and his son conveys the idea that parents will do anything to protect their children from harm.

#### Example

The young boy has slumped position as he leans against the wall with his arms wrapped around himself and his head lowered while his father stands over him in a protective stance with his gaze directed outwards into the distance.

#### Explanation

His body language makes the boy appear vulnerable and frightened, showing that children are not always equipped to face the dangers of the world. The father's protective stance suggests to viewers that parents show strength and bravery in challenging situations in order to protect their children.

#### Linking Statement

The body language of both subjects helps to reinforce the idea that parents are extremely protective of their children.

# Extended Paragraph Structure

# Extended Paragraph Structure

An extended paragraph will follow a similar structure but might include a developing sentence after the topic sentence and 2-3 examples and explanations. It should follow this structure:

#### Topic & Developing Sentence

Identify the main point of the paragraph and address the question by using key words. Give further context needed to understand the analysis that follows.

#### Example & Explanation

Give your first example. Explain how your example supports your point by considering the effect of the technique.

#### Example & Explanation

Give your second example. Explain how your example supports your point by considering the effect of the technique.

#### Example & Explanation

Give your third example. Explain how your example supports your point by considering the effect of the technique.

#### Linking Statement

Link back to the question by reinforcing the main point of your paragraph. You might also use key words here. You should not introduce any new information.

In the movie poster, visual conventions such as body language, special effects and colour convey the idea that parents will do anything to protect their children from harm. The poster appeals to fans of the action science fiction genres by creating a feeling of urgency and anticipation as they question how the father will protect his family from the unknown threats.

In the foreground, a young boy sits in a slumped position as he leans against his father with his arms wrapped around himself and his head lowered. His father stands over him in a protective stance with his legs spread apart and his gaze directed outwards. The body language of the boy makes him appear vulnerable and frightened, showing that children are not always equipped to face the dangers of the world. The father's protective stance suggests to viewers that parents show strength and bravery in challenging situations in order to protect their children.

Furthermore, a warped, fisheye lens is used to distort the background of the image which depicts a city landscape with dark clouds and debris whirling through the air. The special effects create a chaotic and scary mood, reinforcing the idea that the world the characters once knew has changed dramatically and that the father must now must fight for their survival.

Finally, dark colours such as black, grey and blue have been used to create a dark and stormy environment, conveying the bleak and uncertain future of the characters, further reinforcing the father's bravery and desperation to protect and defend his child from these unknown threats.

The body language, special effects and colour all support the idea that parents are extremely protective of their children, often risking their lives to keep them safe in perilous situations.

### Your Turn

Remember, this is just a simple and general guide to help you organise and structure your ideas.

Your paragraphs will look different, depending on the text type, purpose, grade level and question you are addressing.

For further advice about writing analytical responses, view the following resources:

- The Ultimate Guide to Essay Writing in Secondary School
- Deconstructing an Essay Question in Secondary School
- The Ultimate Guide to Embedding Quotes in Analytical Writing

Good luck!

Week 15	E-mail Writing	<ul><li> How to write</li><li> What to include</li><li> What not to include</li></ul>	<ul> <li>Lecture with Multimedia presentation</li> <li>Discussion</li> <li>Showing textual example</li> </ul>	<ul> <li>Class attendance</li> <li>Class performance</li> <li>Final exam</li> </ul>		CLO 4&5	
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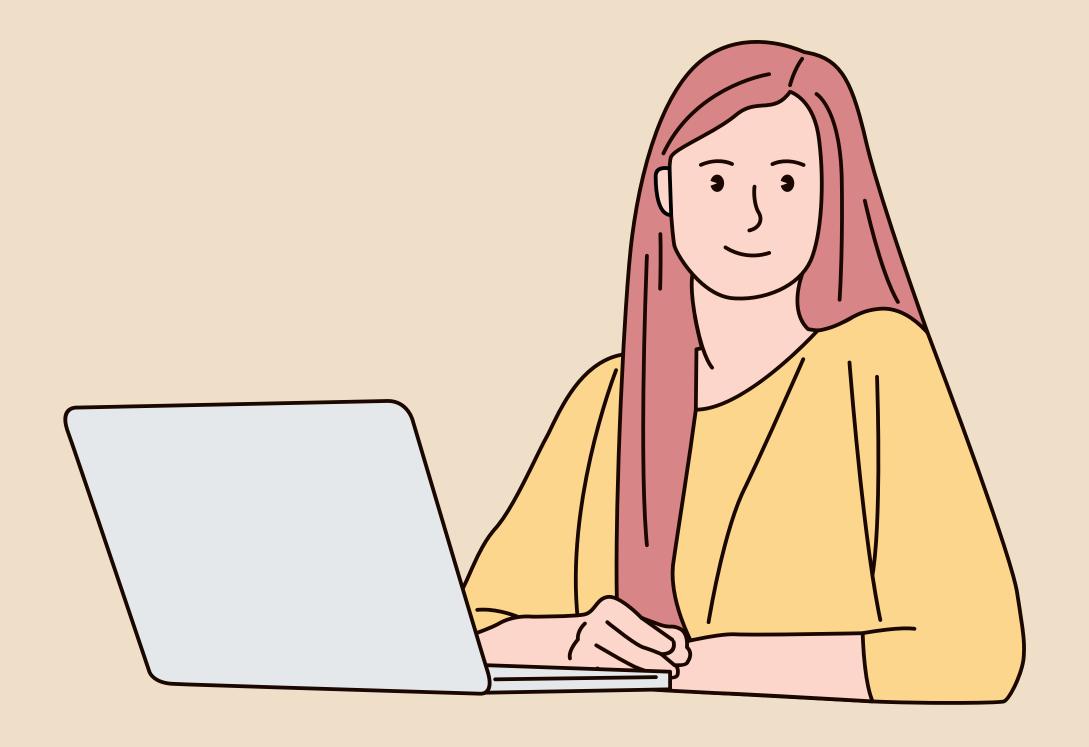


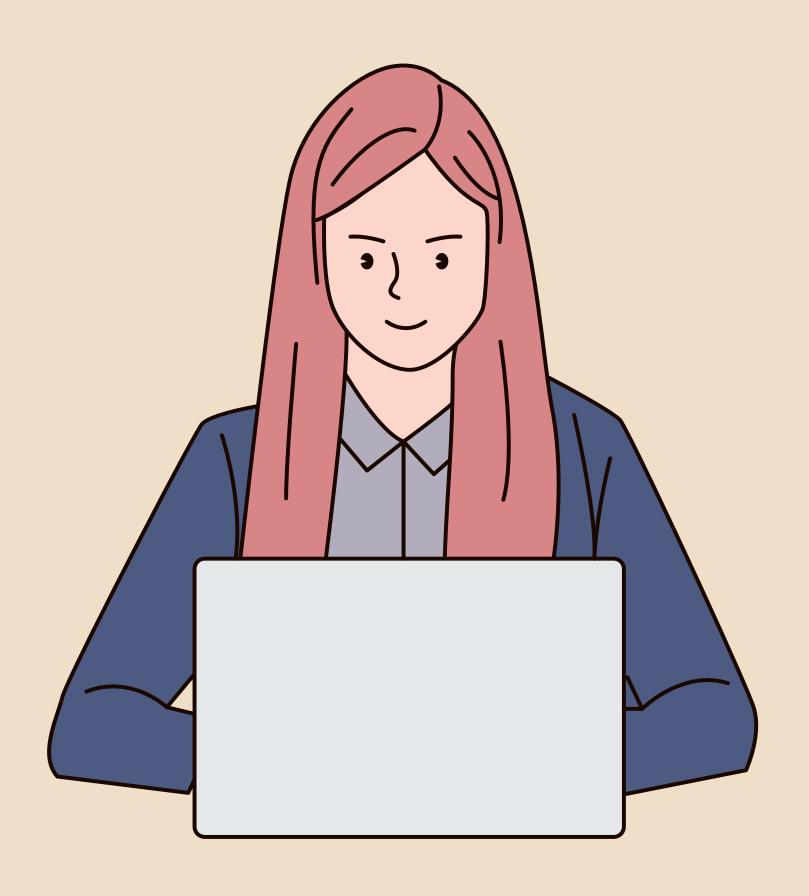
# E-Mail Writing

A Guide for Students

#### Introduction

Effective communication is essential in academic environments, and email is a cornerstone of this interaction. Following proper email etiquette ensures that messages are received positively and minimizes the risk of misunderstandings. Whether you're reaching out to instructors, classmates, or potential employers, appropriate email communication can ensure that your message commands respect and attention.





# Subject Lines

The subject line sets expectations for the recipient. It should be precise and relevant. Here are a few examples:

- Question regarding final exam format
- Thank you for the interview
- Application status inquiry
- Meeting request for Biology group project

Recipients should understand the purpose of your email when they read the subject line.

# Greetings

The greeting sets the tone for your email. Your relationship with the recipient will determine the formality of the greeting. When possible, address the recipient by name. Here are some examples:

- Dear Professor Wilson,
- Hello Olivia,
- Hi Liv,

A well-chosen greeting sets a positive tone for your email and can help establish a relationship.





# Clarity

Writing clear and concise emails contributes to efficiency, understanding, and the overall effectiveness of your communication. Here are a few tips for writing clear, concise emails:

- Organize your thoughts before writing
- Focus on one main point
- Avoid including unnecessary information

Writing emails with clarity and conciseness ensures that your communication is effective.

### Mind Your Tone

Striking a balance between formality and friendliness is crucial in writing emails. Here are some key points to consider:

- Use a formal tone in academic settings
- Avoid slang and offensive language
- Be mindful of cultural nuances
- Always remain courteous and respectful

Try to read your email aloud before sending it. Hearing your words can help you evaluate your tone.





#### Grammar

Be sure to use complete sentences with proper grammatical structure in the body of your email.

Avoid the following practices when writing emails:

- Using text abbreviations
- Overusing exclamation points
- Including obscure acronyms
- Typing in all caps

Take some time to proofread your email before hitting the send button.

# Closings

Conclude your email on a positive note and choose an appropriate closing. Here are some examples of appropriate closings:

- Respectfully,
- Kind regards,
- Sincerely,
- All the best,

Include a signature line under your closing that makes reaching you easy.





# Formatting

Appropriate formatting is essential for readability
These are some things to think about:

- Use a standard font in size 10-12
- Align your text to the left
- Label attachments clearly

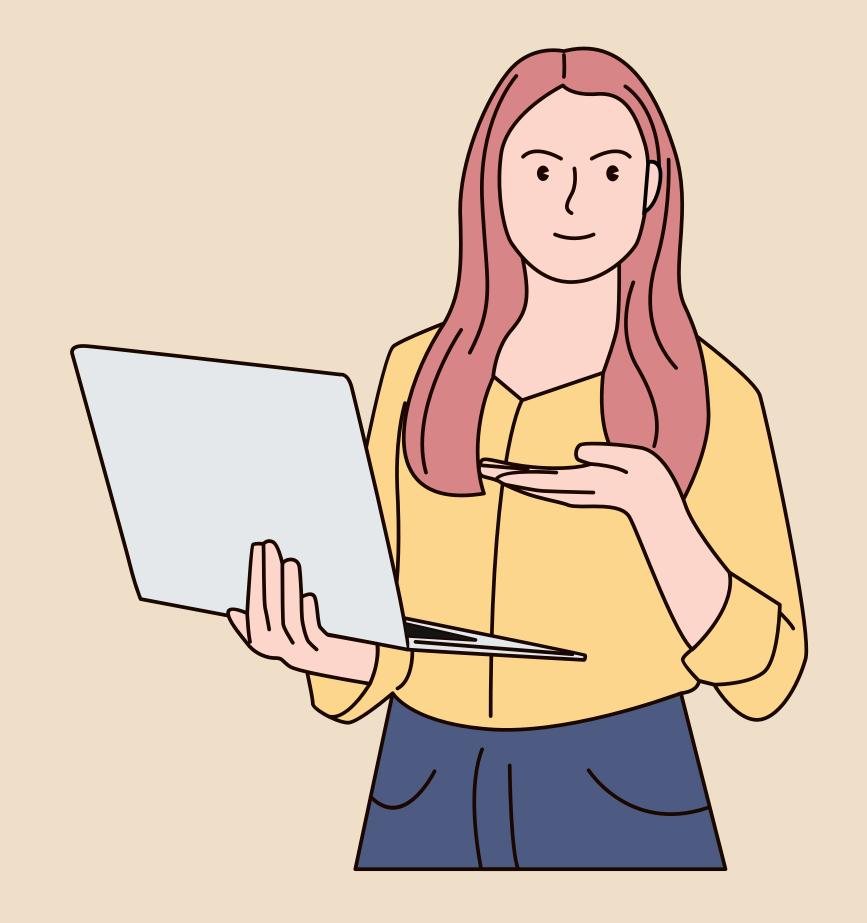
Proper formatting makes it easy for the recipient to understand your message and respond to requests or questions.

#### Your Turn

Choose one of the topics listed below and compose an email using what you've learned.

- Assignment extension
- Refund for a defective product
- Thank you for a job interview

After you finish writing, exchange your email with a peer and carefully review each other's work. Provide constructive feedback by pointing out strengths and offering suggestions for improvement.



Week 16	Common Mistake in Academic Writing	Discuss the key elements of the course	<ul><li>Lecture with Multimedia presentation</li><li>Discussion</li></ul>	<ul><li>Class attendance</li><li>Class performance</li><li>Final exam</li></ul>	CLO 2 CLO 3		
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# Correcting Common Sentence Errors

Comma Splices, Fused Sentences and Fragments



#### Introduction

Understanding and correcting common sentence errors can greatly improve your writing. Three of the most common sentence errors are fragments, run-ons, and comma splices. In this presentation, we will learn how to fix these errors.

# Comma Splices

A comma splice occurs when two independent clauses are incorrectly joined by a comma without a coordinating conjunction or appropriate punctuation.

#### **Examples:**

The student woke up early, he was still late for school.

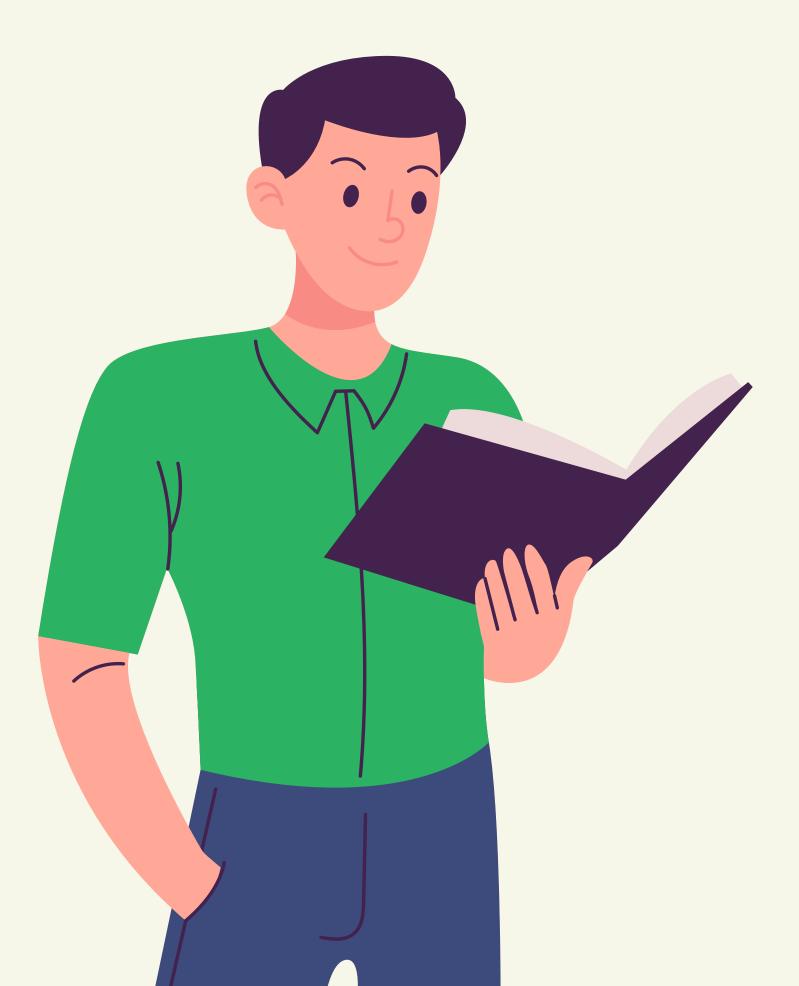
They went for a walk, they got caught in a rain storm.

The weather was hot, the air conditioning didn't work.



# Correction Strategies

- Use a semicolon to separate the independent clauses.
- Use a coordinating conjunction after the comma.
- Replace the comma with a period to create two separate sentences.



### Correction Examples

#### **Incorrect**

They went for a walk, they got caught in the rain.

#### **Correct**

They went for a walk; they got caught in the rain.

They went for a walk, and they got caught in the rain.

They went for a walk. They got caught in the rain.

#### Fused Sentences

Fused sentences occur when two independent clauses are incorrectly joined without appropriate punctuation or conjunctions.

#### **Examples:**

I woke up late I missed the bus for the third time this week.

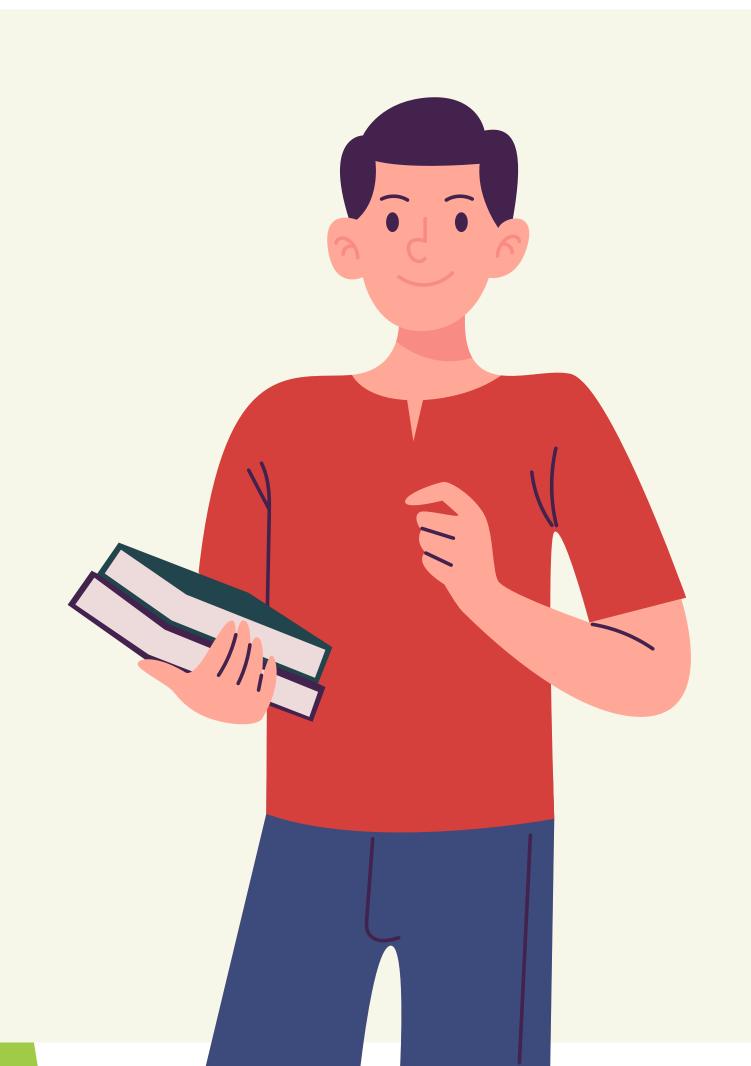
She loves to read her brother prefers to watch movies.

The weather was cold we gathered by the fire to stay warm.



# Correction Strategies

- Use a semicolon to separate the independent clauses.
- Add a comma and a coordinating conjunction.
- Use a period to create two separate sentences.



## Correction Examples

#### **Incorrect**

I woke up late this morning I missed the bus.

#### **Correct**

I woke up late this morning; I missed the bus.

I woke up late this morning, and I missed the bus.

I woke up late this morning. I missed the bus.

# Fragments

Fragments are incomplete sentences that lack a subject, verb, or complete thought.

#### **Examples:**

Because he was tired of walking to school every day.

Running through the park with her dog following behind.

In the old house with the broken windows and creaky floors.



# Correction Strategies

- Add missing subjects or verbs to complete the sentence.
- Combine fragments with independent clauses.
- Attach the fragment to a dependent clause.



# Correction Examples

#### **Incorrect**

Running through the park.

#### **Correct**

The deer was running through the park.

We saw a deer running through the park.

We took pictures when the deer was running through the park.

#### Your Turn

Using the strategy of your choice, write a correction for each of the errors below.

Because she passed the test.

I was tired I went to bed early.

They went to the beach, they swam.

We had a picnic, the food was delicious.

Before the next grading period.

The dog barked loudly it ran after the ball.

Week 17	Revision and Problem solving	Answer all the course relater questions	<ul><li>To have expertise in every topic</li><li>To solve their doubt.</li></ul>	<ul><li>Class attendance</li><li>Class performance</li><li>Final exam</li></ul>	CLO 3 CLO 5	
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