**Expressão Escrita em Inglês 2017 Prof. Elizabeth Harkot de La Taille**

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| **Date** | **Class activities** | **Assignment for following class** |
| Aug 02nd | Introduction to the course | Read Oshima & Hogue (2007) Chapter 8  + Pecorari, D. Plagiarism and international students: how the English speaking university responds |
| 09th | Definition X description  Group work: define three items  Discussion: plagiarism | Work on the improvement of your own definitions. Make good use of the “survival kit” items.  Read Oshima & Hogue (2007) Chapters 1 and 2.  + Selzer, J. Rhetorical analysis: understanding how texts persuade readers |
| 16th | Definitions: improving vocabulary and clarity  Peer reading of definitions and comments.  Rhetoric and persuasion | Work on the improvement of your own group’s definitions. Make good use of the “survival kit” items.  Read Oshima & Hogue (2007) Chapters 3 and 4. |
| 23rd | Discuss and enrich a definition: what is a paragraph?  **Handing in of definition** | Read Oshima & Hogue (2007) Chapter 7  + Felton, M. K. Approaches to argument in critical thinking instruction |
| 30th | Comparison and contrast  Can critical thinking be taught-learned? | Write three-paragraph essay comparing and contrasting two items from the list given, for peer reading. Make good use of the “survival kit” items.  Oshima & Hogue (2007) Chapters 5 and 7. |
| Sep 06th | Semana da Pátria |  |
| 13th | Re-work on your own comparison and contrast text.  Read: Davis & Liss (2006) Unit 1. The five-paragraph essay  + | |
| 20th | Peer reading + comments on colleague’s comparison and contrast three-paragraph essay  The five-paragraph essay | Re-work on and conclude your own comparison and contrast essay.  Read: Oshima & Hogue (2007) Chapter 9  + (Author?) Constructing reasonable arguments |
| 27th | Essay organization  **Handing in of three paragraph comparison and contrast essay** | Read Davis & Liss (2006) Unit 3. Cause and effect essays  + (Author?) The pervasiveness of Argument |
| Oct 04th | Cause and effect  Group activity: discuss and identify causes and consequences in a text | Rewriting cause and effect sentences.  Re-read Davis & Liss (2006) Unit 3. Cause and effect essays.  + General strategies of argument |
| 11th | Group work: choose a topic, discuss and make notes of its likely causes and/or consequences.  General strategies of argument | Read Davis & Liss (2006) Unit 2. Process Analysis  + Arguing substantial claims |
| 18th | Process Analysis  Group activity: Simple and complex processes.  Substantial claims | Read and study how to write an essay at <http://www.wikihow.com/Write-an-Essay>,  Part 1.  + A useful approach to material fallacies 1 and 2 |
| 25th | Brainstorming: topics for a five-paragraph argumentative/expository essays  Outline of five-paragraph essay plan.  On fallacies 1 | Davis & Liss (2006) Unit 4. Argumentative Essays  Research topic and arguments to support your five-paragraph essay plan  + A useful approach to material fallacies 3 and 4 |
| Nov 01st | Mixed pairs or groups of three: exchange research results; revise essay plan; identify weak spots.  On fallacies 2 | Work on the first version of five-paragraph essay.  + A useful approach to material fallacies 10 and 11 |
| 08th | Improve research, paragraph division and internal development | |
| 15th | Holiday | |
| 22nd | Cross-reading of five-paragraph essays and comments  On fallacies 3 | Revising, polishing and proof reading of five-paragraph essay |
| 29th | **Deadline to hand in five-paragraph argumentative/expository essay (final version).** | |

“Paragraphs are a collection of sentences. They are used in writing to introduce new sections of a story, characters or pieces of information.

Paragraphs help readers to enjoy what has been written because they break text up in to easy-to-read sections.”

http://www.bbc.co.uk/bitesize/ks2/english/spelling\_grammar/paragraphs/read/1/