**Expressão Escrita em Inglês 2015 Prof. Elizabeth Harkot de La Taille**

**Tentative chronogram**

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| **Date** | **Class activities** | **Assignment** |
| Aug 05th | Introduction to the course |  |
| 12th | Definition X description  Group work: define three items |  |
| 19th | Definitions: improving vocabulary and clarity. Resources. Group work. | Work on the improvement of your own group’s definitions. Make good use of the “survival kit” items.  Oshima & Hogue (2007) Chapter 1. Paragraph Format, Chapter 2. Narrative Paragraphs  *Assistants 1 (Marina) and 2 (Jessica).* |
| 26th | Peer reading of definitions and comments  *Assistant 3 (Isabela):* Oshima & Hogue (2007) Chapter 3. The structure of the paragraph | Oshima & Hogue (2007) Chapters 3. Paragraph Structure, 4. Descriptive Paragraphs, and 8. Definition Paragraphs.  *Assistants 3 (Isabela), 4 and 5.* |
| Sep 02nd | **Handing in of groups’ definition final version**  Comparison and contrast | 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 Logical Division of Ideas, and 7 Comparison/Contrast Paragraphs.  *Assistants 6 and 7.* |
| 9th | Semana da Pátria |  |
| 16th | Peer reading + comments on colleague’s comparison and contrast three-paragraph essay | Re-work on your own comparison and contrast text.  Davis & Liss (2006) Unit 1. The five-paragraph essay  *Assistant 8.*  Oshima & Hogue (2007) Chapter 9. Essay Organization.  *Assistant 9.* |
| 23rd | Moodle activities | |
| 30th | The short essay, the five-paragraph essay *Assistants 8 and 9.*  **Handing in of three paragraph comparison and contrast essay final version** | Davis & Liss (2006) Unit 3. Cause and effect essays  *Assistant 10* |
| Oct 07th | Cause and effect  *Assistant 10*  Group activity: discuss and identify causes and consequences in a text | Rewriting cause and effect sentences, in a way that they mean basically the same.  Re-read Davis & Liss (2006) Unit 3. Cause and effect essays. |
| 14th | Group work: choose a topic, discuss and make notes of its likely causes and/or consequences.  Compare and contrast cause and effect and process analysis | Davis & Liss (2006) Unit 2. Process Analysis Essays  *Assistant 11*  Oshima & Hogue (2007) Chapter 6. Process Paragraphs  *Assistant 12* |
| 21st | Process Analysis  *Assistants 11 and 12*  Group activity: Simple and complex processes.  Compare and contrast “how to write an essay” according to Davis & Liss (2006) and Oshima & Hogue (2007) | Read and study how to write an essay at <http://www.wikihow.com/Write-an-Essay>,  steps 1-4.  Compare and contrast “how to write an essay” according to <http://www.wikihow.com/Write-an-Essay>, Davis & Liss (2006) and Oshima & Hogue (2007). |
| 28th | Brainstorming: topics for a five-paragraph argumentative/expository essays  Mixed pairs or groups of three: define topic and outline of five-paragraph essay plan. | Davis & Liss (2006) Unit 4. Argumentative Essays  Research topic and arguments to support your five-paragraph essay plan |
| Nov 04th | Mixed pairs or groups of three: exchange research results; revise essay plan; identify weak spots. | Work on the first version of five-paragraph essay. |
| 11th | Moodle activities: Discuss and improve research, paragraph division and internal development | |
| 18th | Cross-reading of five-paragraph essay and comments | Improving/rewriting parts of five-paragraph essay |
| 25th | Moodle activities: Revising, polishing and final reading of five-paragraph essay | |
| Dec 02nd | **Deadline to hand in five-paragraph argumentative/expository essay (final version).** |  |