

Lecture no. 1
Date: 18/09/ 2023



College of Languages
Translation Department

READING AND WRITING

Introduction

By Hiwa Ali

PhD Course Design & Creative Writing

Email: hewa.faqerasool@su.edu.krd



“Writing is an exploration. You start from nothing and learn as you go.” E.L. Doctorow

REASONS?

**What are your reasons for
studying writing & reading?**

(Discussion)



MAIN FOCUS OF THE COURSE

- Writing effective paragraphs
- Developing and organizing writing ideas
- Sentence structure: Improving sentence writing
- Developing Mechanics: language (Gr and Vocab and punctuation).
- Developing reading skills
- Reading extensively



Week	Topic
1	Introduction
2-3	<ul style="list-style-type: none"> - Describing People: Identifying parts of paragraph - Learning words in context – using clues
3-4	<ul style="list-style-type: none"> - Listing-Order Paragraphs (clustering): paragraph organisation - Understanding words with multiple meanings
5-6	<ul style="list-style-type: none"> - Giving Instructions (listing): paragraph organization - Previewing
7	Mid-term
8-9	<ul style="list-style-type: none"> - Writing Descriptive Paragraphs - Making Inferences
10-11	<ul style="list-style-type: none"> - Stating Reasons and Using Examples - Scanning
12-13	<ul style="list-style-type: none"> - Expressing Opinion - Understanding differences between facts and opinions
14	Assignment
15	Editing
16	Finals

COURSE ASSESSMENT CRITERIA

Method	Quantity	(%)
Participation & collaboration	1	5
Notebook & Portfolio	1	5
Assignments & Projects	2	10
Midterm Exam	1	20
Final Exam	1	60
Total		100%



KEEPING A JOURNAL

- **Note! Keeping a journal for extra marks**



IMPORTANT THINGS TO DO AS A WRITER

**What are three most
important things to do as a
writer?**



REQUIREMENT (1)

- Students are required to attend the classes.



REQUIREMENT (2)

- Participation and contribution
- Collaboration (pair work and pair review)



REQUIREMENT (3)

- Use Google Classroom



Class Code
clw32ot

Google Classroom

- Google Classroom Link:

<https://classroom.google.com/c/NjI0MDk3ODgxMjAw?cjc=clw32ot>

- Download **Padlet**:



REQUIREMENT (4)

- Students should keep a **portfolio** of the written work and the reviewed assignments.



Self-Directed Student Learning

My goal for all of my students is to become self-directed, responsible learners. I went to a conference one time where the presenter said, "When you are at home working papers at 10:00 pm, what are your students doing?" This statement made it clear to me that during most classroom activities, the teacher is learning more than the students. Since creating this presentation, I have tried to increase the amount of self-directed activities that my students are involved in. Every one that I have tried has been done with great success.

Making students responsible for their own learning accomplishes many goals, some of which are:

- Students take ownership for their work. They are more proud of their accomplishments.
- Students set goals for themselves. When they have the power to decide their own pace of learning, they become more determined, willing, and motivated.
- Students feel like they have control, which they do! This is a basic need of all students.
- Students learn valuable work habits such as pacing and responsibility.
- It is less work for the teacher, but the students learn more – the ideal combination!

5-14

Below are some examples of the way that I incorporate self-directed learning into my classroom.

The Multiplication Box

This is a series of activities in order for students to learn and master their multiplication tables. Students work at their own pace through the many activities, self-correct using the provided answer keys, practice using cards and dice games, and do an oral test with me when they have memorized a fact family. They then move on to the next fact family. This has proven to be an academically popular way for students to work through their times tables. The reason for it's popularity is that students have total control over their learning and move at a pace that suits their unique ability.



Independent Reading

In my classroom, students are given time everyday for silent, uninterrupted reading. Throughout the month, they are expected to accumulate 20 points on our classroom chart. This can be done through reading books of various lengths as well as completing reading response activities from the bulletin board. Students are motivated to earn points because they get to choose how they earn them.



Writer's Workshop

As well as focusing on the 6+1 Traits in my writing program, my students are involved in writing and publishing their stories throughout the year. Students set their own goals for the stories that they produce throughout the year. When a student has chosen a story that they have written for "publication", they first conference with me. They then can publish it and put it on the classroom Author's Wall. Seeing their work on the wall gives students a great sense of ownership of the classroom, as well as pride.



6-11



Biblichor
(n.) the comforting
smell of old books.



My Portfolio



love
is a colorful happiness
is a shimmering sadness
is a beautiful loneliness
wish to not have it
but
won't write it

I'm me
me is never really
I hope what I love
I love what I hate

DIPTA



WHAT SHOULD I RECORD?

- **People** (look, act, dress, talk)
- **Lists** (favourite places, foods, films, music, words)
- **Memories** (childhood, teenage, adulthood, incidents)
- **Other writings** (make note of style and form)
- **Objects**
- **Animals**



REQUIREMENT (5)

- Keep a notebook in class



COURSE BOOKS

2 Longman Academic Writing Series

THIRD EDITION PARAGRAPHS

with **Essential Online Resources**
access code inside

Ann Hogue

Pearson

GSE
Global Scale of English

Pre-Intermediate

AUDIO
DOWNLOAD

SECOND EDITION

Select Readings

Teacher-approved readings for today's students

LINDA LEE + ERIK GUNDERSEN

OXFORD




**WHAT ARE YOUR CONCERNS ABOUT
WRITING?**



CONCERNS (EX.2)

- 'I don't have anything to write about.'
- 'I can never find the time.'
- 'I start well but then I dry up.'





Source for Stories

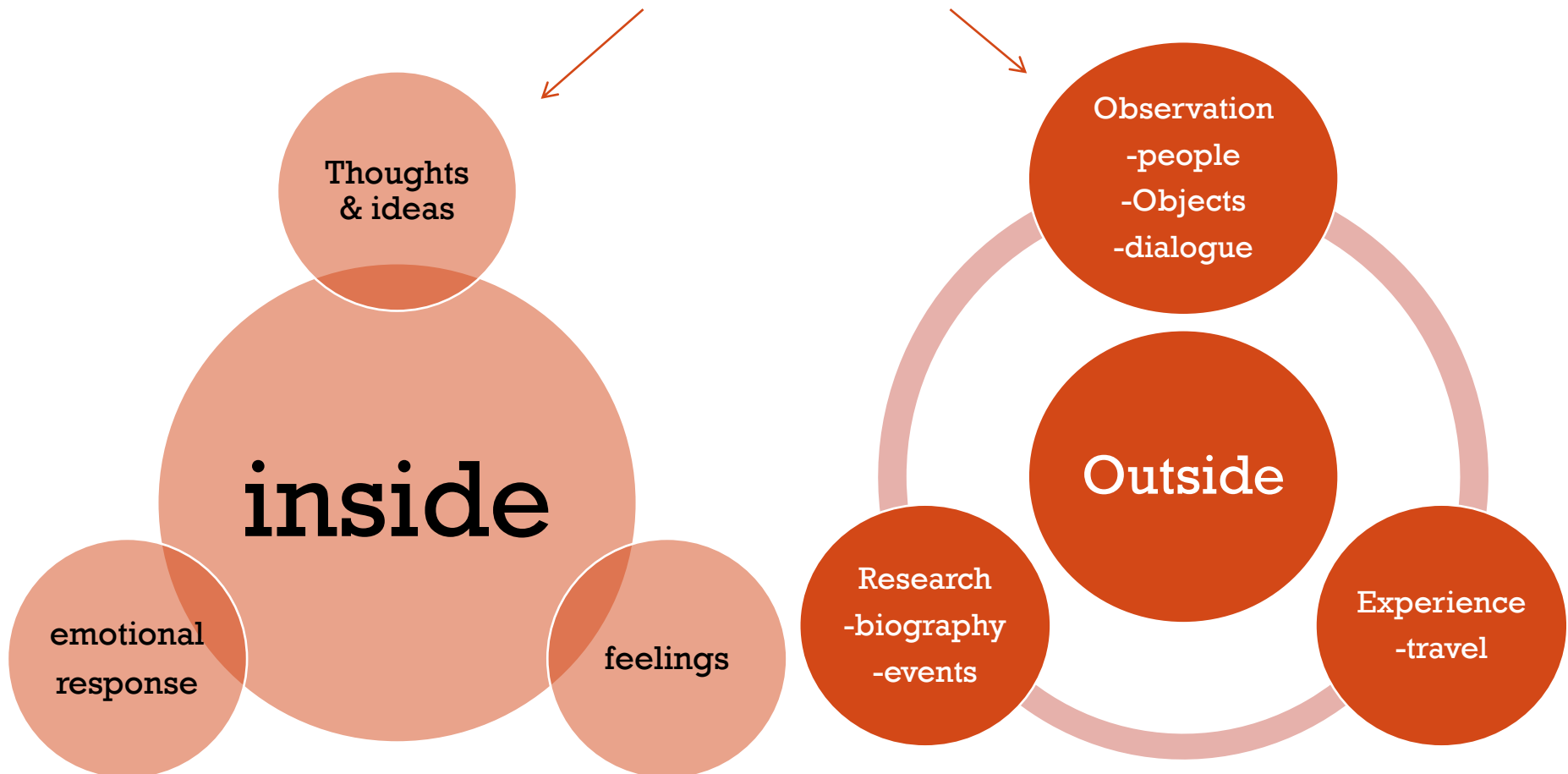
WHAT CAN YOU USE AS A SOURCE?

- ✓ **From a personal experience**
- ✓ **From more gradual inspiration**
- ✓ **From an incident in the news**
- ✓ **From an anecdote that someone tells you**
- ✓ **Research**

(Creative Writing for Dummies, Maggie Hammand)



SOURCES



LET'S GET STARTED...



WHAT IS WRITING?

WHAT IS ACADEMIC WRITING?



CHAPTER 1 DESCRIBING PEOPLE

In this chapter, you will learn to:

- Use **questions** and **note taking** to get **ideas** for writing
- Identify the three **parts of a paragraph**
- Use **correct paragraph format**
- Recognize **subjects, verbs, and objects** in complete sentences
- Use six rules of **capitalization**
- Work with **simple sentences**
- **Write, revise, and edit** a 'paragraph describing a person





Prewriting: Asking Questions And Taking Notes



Practice 1: Interviewing Classmate

A: Which topics are OK to ask about?
(Look at the handout)

B: Write a question for each topic. Compare it
with your partner:

(Pay attention to **correct form**)



- © Use your questions from Part B to interview a classmate. Take notes. Ask more questions to clarify spelling and other information. You will use this information in the Try It Out! activity on page 13.

What is your name?

Santy Valverde

Where are you from?

Michoacán, Mexico



PARAGRAPH

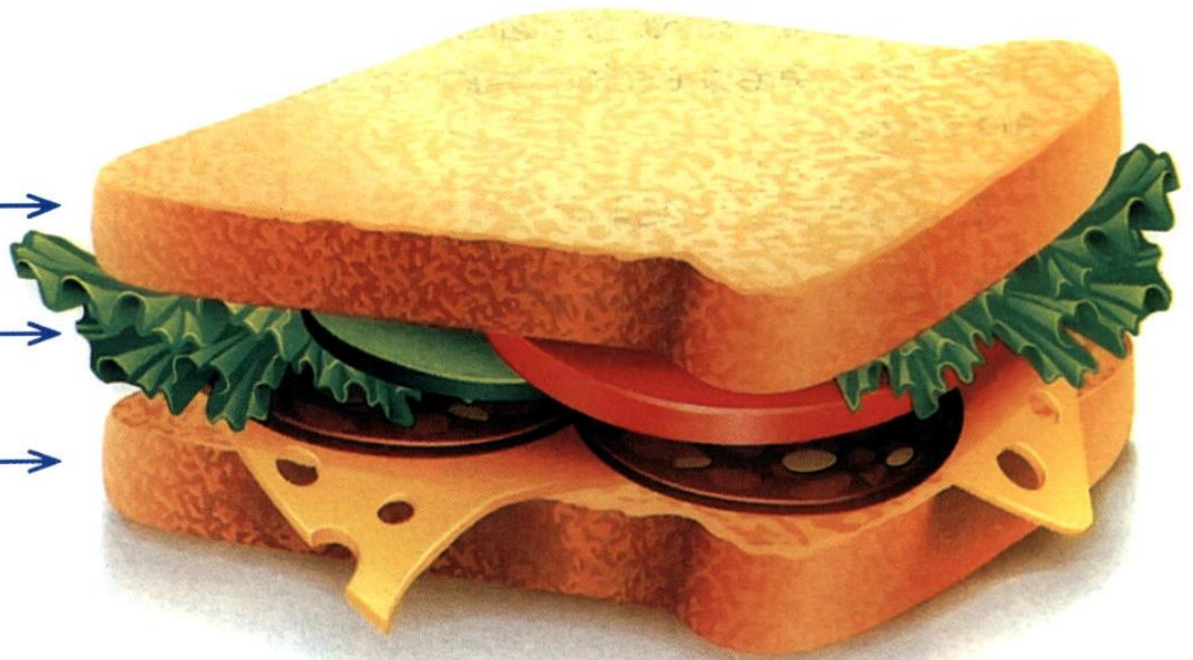
- What is a paragraph?
- How many parts are there in a paragraph?



TOPIC SENTENCE →

SUPPORTING SENTENCES →

CONCLUDING SENTENCE →





Mrs. Robinson

Mrs. Robinson, my first grade teacher, was an important person in my life. I was only six years old, but she taught me a valuable life lesson. In the schools in my country, children usually learn to print before they learn to write in cursive script (like handwriting). Mrs. Robinson didn't believe in printing. She thought it was a waste of time. She taught us to write in cursive script from the first day. At first it was hard, and she made us practice a lot. That made me angry because I wasn't very good at it. I remember filling entire pages just with capital Os. I didn't think I could ever learn to write beautifully, but Mrs. Robinson was patient with me and told me to keep trying. At the end of the year, I felt very grown up because I could write in cursive script. I was proud of my new skill. Mrs. Robinson was important to me because she taught me the value of hard work.



Questions about the Model

1. Which sentence gives more information: the topic sentence or the concluding sentence?
2. How many supporting sentences does the paragraph have? How do they support the topic sentence: Do they give examples, or do they tell a story?



My Best Friend

My best friend, Freddie, has three important qualities. First of all, Freddie is always ready to have a good time, so I love spending time with him. Sometimes we play Frisbee in the park. He's very funny when he chases the Frisbee. Sometimes we just sit around in my room, listening to music and talking. Well, I talk, and he just listens. Second, Freddie is completely trustworthy. I can tell him my deepest secrets, and he doesn't share them with anyone else. Third, Freddie is caring and understands my moods. When I am tense, he tries to make me relax. When I am sad, he tries to comfort me. When I am happy, he is happy, too. To sum up, my best friend is fun to be with, trustworthy, and understanding—even if he is just a dog.

Questions about the Model

1. Which sentence is longer: the topic sentence or the concluding sentence? Which of these two sentences has surprising information?
2. How many supporting sentences does the paragraph have? How do they support the topic sentence: Do they give examples, or do they tell a story?

PRACTICE 2**Looking at Descriptive Words**

- A** Look at the adjectives in the first column of the chart. Find and circle them in Writing Models 1 and 2. The adjectives are in the order that they appear in the models.

DESCRIPTIVE WORDS	
Adjectives	Synonyms
angry	<i>mad</i>
patient	
grown up	
funny	
trustworthy	
caring	
tense	
sad	

- B** Use the words from the box to complete the chart in Part A.

amusing dependable ~~mad~~ nervous
calm kind mature unhappy

C Use the words in Part B again to complete the sentences. Two of the words are extra.

1. Nadia isn't talking to her cousin Jamal. She's mad at him because he forgot her birthday.
2. Some students learn more slowly than others, so teachers need to be _____.
3. Diego has a big job interview on Monday. He's very _____ about it.
4. Rita's daughter is only 10 years old, but she seems older. She's very _____ for her age.
5. I can tell my best friend anything, and I know she won't tell others. She's very _____.
6. My sons are very _____. They always make me laugh.

