

SDU 2023-2024 Academic Year Spring Term Syllabus of

READING and WRITING for C Classes

Course Goals:

-Improving “writing” and “reading” skills through course book and reading texts and enhancing the ability to synthesize information from several sources into students’ writing.

- Development and organizational strategies for common types of academic writing

- Revising and editing skills

Course Materials: 1- Course Book “Final Draft 4” Cambridge University Press

2- Making Connections 3

Evaluation: 1 midterm exam, 1 Final exam

Quiz

Writing Assignments

Classroom Performance Grade

Weeks	Activities	Notes
<p>WEEK 1 19 – 23 February</p>	<p>Writing (6hours)</p> <p>FINAL DRAFT 4</p> <p>Unit 3 Cause and Effect Essays (pp. 79-110) (6 hours)</p> <p>Reading (2hours) Connections 3 Unit 1: The State of World’s Health p.6 Changing attitudes Toward Cardiovascular Disease p.14</p> <p>Grammar point: Present Perfect and Present Perfect Progressive</p>	<p>In-class writing</p> <p>Writing 1 Assignment</p> <p>Students will be assigned to write their essays and send both the outline and the essay to the instructor via email for the following week.</p> <p>Writing Prompt: Choose one of the prompts below for your essay. *Choose a country. Describe a current trend of migration within the country (e.g., rural areas to urban centers, north to south, east to west). Why has it been happening? *Choose a country. Describe a current trend of migration to or from the country (e.g., people immigrating there from certain countries, or people moving away to certain countries). How has it affected the immigrants and/or the country itself? *How has the increasing ease and frequency of international travel affected those who travel and the places they go to?</p>
<p>WEEK 2 26 February – 01 March</p>	<p>Writing (4hours) Feedback 1 : Teachers will give feedback to the papers chosen randomly. (at least 10 papers) (Students are going to be evaluated.) 20 pts</p> <p>Reading (4hours) Connections 3 Unit 1: Medicine and Genetic Research p.26 Malaria: Portrait of a Disease p. 34 The Health Care Divide p. 47</p>	<p>(Optional Homework)</p> <p><u>Students might be assigned to do some parts of Connections 3 to catch with the syllabus.</u></p>
<p>WEEK 3 04 – 08 March</p>	<p>Writing (6hours)</p> <p>FINAL DRAFT 3</p> <p>Unit 2 Comparison and Contrast Essays 1 (pp. 43-72) (6 hours)</p> <p>Reading (2hours) Connections 3 Unit 2:</p>	<p>Writing 2 Assignment</p> <p>Students will be assigned to write their essays and send both the outline and the essay to the instructor via email for the following week.</p> <p>Writing Prompt: Choose one of the prompts below for your essay. *Compare the life of a college student in two</p>

	<p>The Age of Immigration p.68 Who are Today's Immigrants p. 76</p> <p><u>Grammar point: That Clauses</u></p>	<p>countries-for example, the life of a college student in the United States with the life of a college student in Turkey.</p> <p>*Some people learn a language mostly by taking classes and studying the grammar. Other people learn a language by interacting with people in that culture. Compare the two ways of learning. How are these two ways similar or different?</p> <p>*Compare tow people's attitudes toward school and learning. Some ideas: think about how they feel about studying, how motivated they are, and how they behave in class.</p>
<p>WEEK 4 11 – 14 March</p>	<p><u>Writing (4hours)</u> Feedback 2 : Teachers will give feedback to the papers chosen randomly. (at least 10 papers) (Students are going to be evaluated.) 10 pts</p> <p><u>Reading (4hours)</u> Connections 3 Unit 2:</p> <p>The Meeting of Cultures p.88 One World: One Culture p.97</p>	<p>(Optional Homework)</p> <p><u>Students might be assigned to do some parts of Connections 3 to catch with the syllabus.</u></p>
<p>WEEK 5 18 – 22 March</p>	<p><u>Writing (6hours)</u></p> <p>FINAL DRAFT 3</p> <p>Unit 3 Comparison and Contrast Essays 2 (pp. 73-102) (6 hours)</p> <p><u>Reading (2hours)</u> Connections 3 Unit 2:</p> <p>The Challenge of Diversity p. 109</p> <p><u>Grammar point: Relative Clauses</u></p>	<p>Writing 3 Assignment Student3 will be assigned to write their essays and send both the outline and the essay to the instructor via email for the following week. Writing Prompt: Choose one of the prompts below for your essay.</p> <p>*Compare two groups of people that you know in your school-for example, two different extracurricular clubs. Some ways that you might compare them are by their purpose, the kinds of interaction among the club members, and the traits that they all share.</p> <p>*Discuss the lifestyles and relationships of two families that you know- for example, the relationship between parents, the amount or kinds of interaction between parents and children, and the amount of kinds interaction between siblings.</p>
<p>WEEK 6 25 – 29 March</p>	<p>Feedback Session (4 hrs) Feedback 3 : Teachers will give feedback to the papers chosen randomly. (at least 10 papers) (Students are going to be evaluated.) 10 pts</p> <p><u>Reading (4hours)</u> Connections 3 Unit 3:</p> <p>When Does Language Learning Begin p. 130 Learning a Language as an Adult p. 138 Rules of Speaking p. 150</p>	<p>(Optional Homework)</p> <p><u>Students might be assigned to do some parts of Connections 3 to catch with the syllabus.</u></p>
<p>WEEK 7 01 – 05 April</p>	<p><u>Writing (6hours)</u></p> <p>FINAL DRAFT 4</p> <p>Unit 5 Problem-Solution Essays (pp. 143-176)</p> <p><u>Reading (No reading before Ramadan, Just Feedback)</u></p> <p>Feedback 4 : Teachers will give feedback to the papers chosen randomly. (at least 5 papers) (Students are going to be evaluated.) 20 pts</p>	<p>In class writing Writing 4 Assignment Student3 will be assigned to write their essays and send both the outline and the essay to the instructor via email for the following week. Writing Prompt: Choose one of the prompts below for your essay.</p> <p>*Now that an international is very easy, the spread of infectious diseases such as Ebola is expanding. What are some possible solutions for controlling epidemics and outbreaks (diseases quickly spreading around the world)? Consider ways to use technology to identify and warn the public in order to stop or slow down outbreaks.</p> <p>*When patients are diagnosed with diseases, they know nothing about, they tend to feel frightened and helpless. What are some ways to deal with this problem? How can patients in this situation find the information and support they need?</p> <p>*Many health experts are concerned that excessive Internet use can lead to health issues, such as</p>

		depression and anxiety. What are some ways to avoid these consequences?
WEEK 8 08 – 12 April (Ramadan)	Ramadan Feast - Revision	
WEEK 9 15 – 19 April	Revision *Problem-Solving Essays *Comparison and Contrast Essays (block&Point by point) *Cause and Effect Essays & In-class exam like practice (students may be asked two-three essays in this week-will be determined later)	Feedback as many papers as possible pls.
WEEK 10 22 – 26 April	3 rd Midterm	
WEEK 11 29 April – 03 May	<u>Writing (6hours)</u> FINAL DRAFT 4 <u>Unit 7</u> Argumentative Essays (pp. 213-248) (6 hours) <u>Reading (2hours)</u> Connections 3 Unit 2: Languages in Contact p. 158 The advantages of Multilingualism p. 172 <u>Grammar point: Complex Noun Phrases</u>	Writing 5 Assignment Student3 will be assigned to write their essays and send both the outline and the essay to the instructor via email for the following week. Writing Prompt: Choose one of the prompts below for your essay. *Some research shows that social networking sites have a negative impact on young people. Do you agree? Why or why not? *Peers can have influence on the behaviour of a child. This influence can be negative or positive. Is peer pressure mostly beneficial? Why or why not? *People have different opinions about what kind of school community is best for students. Is it positive or negative for young people to go to school with students who come from similar social backgrounds?
WEEK 12 06 – 10 May	Feedback Session (4 hrs) Feedback 5 : Teachers will give feedback to the papers chosen randomly. (at least 10 papers) (Students are going to be evaluated.) 20 pts <u>Reading (4hours)</u> Connections 3 Unit 4: Ecology, Overpopulation, and Economic Development p.194 The Aral Sea: An Environmental Crisis p. 203 Biodiversity and Tropical Rainforests p. 216	
WEEK 13 13 – 17 May	<u>Writing (6hours)</u> FINAL DRAFT 4 Unit 7 Summary response Essays (pp. 213-248) (6 hours) <u>Reading (2hours)</u> Connections 3 Unit 2: Languages in Contact p. 158	Writing 6 Assignment Students will be assigned to write their essays and send both the outline and the essay to the instructor via email for the following week. Writing Prompt: Choose one of the prompts below for your essay. *Read the article “Face Time vs. Screen Time: The Technological Impact on Communication” on pages 211-212. As you read, highlight, and react to interesting and important points in article. Some things to look for are: The main idea or thesis of the text

	<p>The advantages of Multilingualism p. 172</p> <p><u>Grammar point: Noun Clauses with wh- words and if/whether</u></p>	<p>Important supporting points and evidence Ideas that you agree or disagree with Points that you feel are strong or weak</p> <p>Write a possible thesis statement for your response to the article. This should be your own “big idea” in response to the ideas in the article.</p>
<p>WEEK 14 20 – 24 May</p>	<p>Feedback Session (4 hrs)</p> <p>Feedback 6 : Teachers will give feedback to the papers chosen randomly. (at least 10 papers) (Students are going to be evaluated.) 20 pts</p> <p><u>Reading (4hours)</u> Connections 3 Unit 4:</p> <p>The Water Crisis p. 225 Managing Earth’s Greenhouse p. 238</p>	
<p>WEEK 15 27 – 31 May</p>	<p><u>Writing (6hours)</u></p> <p>FINAL DRAFT 4</p> <p><u>Unit 8 Test Taking (pp. 249-264) (6 hours)</u></p> <p><u>Based on ‘Timed Writing’</u> <u>In-class exam like practice</u></p>	<p>Feedback as many papers as possible pls.</p>
<p>3-7 June</p>	<p><u>End-of-year Exams</u></p>	

Writing 1: 20 pts Cause and Effect Essay

Writing 2: 10 pts Comparison and Contrast (Point-by-point organization)

Writing 3: 10 pts Comparison and Contrast (Block organization)

Writing 4: 20 pts Problem Solution Essays

Writing 5: 20 pts Argumentative Essay

Writing 6 : 20 pts Summary Response Essay