**Writing 5 Spring 2024 (2244) Schedule Overview**

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| **Wk** | **Dates** | **Textbook: *Longman Academic Writing Series: Essays, 5th ed.*** | **Core Vocabulary** | **Minor assignments** | **Extra Notes** |
| 1  Jan | 12 | Introduction course & Teacher  Day 1 Quiz Paragraph/essay structure review using [Week 1 lesson plan materials](https://pitt.sharepoint.com/:f:/r/sites/elifileshare/Shared%20Documents/ELI%20Curriculum/IEP%20Curriculum/Writing/Writing%205/General%20Course%20Documents/Materials%20for%20Weeks%201-3%20Lesson%20Plans?csf=1&web=1&e=D7T12N) |  | Read Student notes: Causes of stress for new university students | NOTE: Days/deadlines listed in this column are suggestions (with the exceptions of the ISA and final); adapt and be flexible with deadlines as necessary |
| 2 | **15** 16  18 19  **MLK Day** | Finish Sentence Basics review using [Week 1 lesson plan materials](https://pitt.sharepoint.com/:f:/r/sites/elifileshare/Shared%20Documents/ELI%20Curriculum/IEP%20Curriculum/Writing/Writing%205/General%20Course%20Documents/Materials%20for%20Weeks%201-3%20Lesson%20Plans?csf=1&web=1&e=D7T12N); complete ISA | acknowledge  clarify  discriminate  eliminate  reluctant |  | Jan 18: ISA – students attempt to write an in-class essay in 35 minutes – do as the last activity of the first day of class |
| 3 | 22 23  25 26 | Review paragraph structure (Chapter 1, pp. 3-16) if you think it is necessary.  Choose exercise from Chapter 9, pp. 174-181 to review sentence types.  Review dependent clauses with subordinators (Chapter 9, pp. 173-174 & 182-183)   * Refer Ss to App. B (pp. 291-298) – summary of all connecting words   Review essay structure pp. 78-79  Start Ch. 6 Cause & effect essay pp. 116-119 & pp. 121-122 | abstract  crucial  inherent  rational  stable | If time, have students write core vocab sentences; give feedback & participation credit  NOTE: This is listed for each week as a reminder, but you DO NOT have to do this every week. | Class 1:  Start Ch 6 if possible or make sure to assign the reading for homework.  Class 2:  **Paragraph 1** – write in-class - use to review paragraph structure, practice CV & practice writing different sentence types (simple/compound/complex) – collect for teacher feedback and grade |
| 4  Feb | 29 30  01 02 | Review general Essay structure. See:   * “Essay Structure” and “Thesis Statement” PPT slides in [Chapter 4 folder](https://pitt.sharepoint.com/:f:/r/sites/elifileshare/Shared%20Documents/ELI%20Curriculum/IEP%20Curriculum/Writing/Writing%205/Textbook%20-%20PPTs%20and%20Scans/Chap%204%20essay%20review?csf=1&web=1&e=Hs5duP)   using, Cause & effect essays: Organization (Chapter 6, pp. 116-124)   * see also Chapter 4   + Parts of an Essay pp. 78-79:   + Introductory paragraph pp. 79-83   + Thesis statements pp. 83-85   + Concluding paragraphs pp. 87-89)   Show Style Manual 1 with example of student paper | ambiguous  coordinate  generate  parallel  trigger | If time, have students write core vocab sentences; give feedback & participation credit | Assign **Take-home** **Essay (THE) #1 -**  Cause and Effect, 2-3 pages – and allow for planning time in class  Assign THE #1 Outline due next Class Day 1  Explain creating a formal outline (see handout on One Drive) |
| 5 | 05 06  08 09 | Cause & effect essays: Signal words (Chapter 6, pp. 124-129) use these to review sentence types  If time: Sentence problems: Fragments (Chapter 10, pp. 194-196)  Plagiarism & Paraphrasing (Chapter 3, p. 48, pp. 58-61) (may need to push to following week) | access  anticipate  enhance  reveal  underlying | If time, have students write core vocab sentences; give feedback & participation credit | Class Day 1: THE #1 Outline due – collect for teacher feedback and grade  Thursday: Outline returned  Assign THE #1 peer draft (partial draft, e.g. 1 body paragraph possible) due next Class Day 1 |
| 6 | 12 13  15 **16 ELI Holiday** | If time: Parallelism (Chapter 10, pp. 190-194) | attribute  bias  exhibit  philosophy  violate | If time, have students write core vocab sentences; give feedback & participation credit | Class Day 1: Peer review; **OPTIONAL** ChatGPT activity (see Canvas)  Wednesday or Thursday: THE #1 Draft 1 due – uploaded to Turnitin for a grade  Assign Draft 2 due next Class Day 2 |
| 7 | 19 20  22 23 | Argumentative essays: Using statistics as support (Chapter 8, pp. 160-164). See:   * “Data Commentaries” PPT slides in [Chapter 8 folder](https://pitt.sharepoint.com/:f:/r/sites/elifileshare/Shared%20Documents/ELI%20Curriculum/IEP%20Curriculum/Writing/Writing%205/Textbook%20-%20PPTs%20and%20Scans/Chap%208%20argumentative/Data%20Commentary?csf=1&web=1&e=PGmBwD)   **Note from BP: I like to do data commentaries in this week to try to make a longer bridge between Essay 1 and Essay 2. It was often confusing for students when we ramped up into the Argumentative Essay project while students were still writing and revising the Cause-Effect Essay, so doing a totally different topic while students finished the Cause-Effect essay worked well.** | adapt  emerge  framework  justify  trend | If time, have students write core vocab sentences; give feedback & participation credit | By Wednesday: THE #1 Draft 1 feedback returned digitally  Data Commentary Paragraph assignment (in class Class Day 2 if possible, otherwise over the weekend) for a grade; see materials on Canvas  Class Day 2: THE #1 Draft 2 due – uploaded to Turnitin – feedback + grading rubric |
| 8  March | 26 27  29 01 | Argumentative essays (Chapter 8).  See also:   * “APA Style” PPT slides and other materials in [APA 7 Citing Sources folder](https://pitt.sharepoint.com/:f:/r/sites/elifileshare/Shared%20Documents/ELI%20Curriculum/IEP%20Curriculum/Writing/Writing%205/APA%207%20Citing%20Sources%20BP?csf=1&web=1&e=SIwoa6) * “Finding and Evaluating Sources” PPT slides and other materials in [APA 7 Reference Pages folder](https://pitt.sharepoint.com/:f:/r/sites/elifileshare/Shared%20Documents/ELI%20Curriculum/IEP%20Curriculum/Writing/Writing%205/APA%207%20Reference%20Pages%20BP?csf=1&web=1&e=bCwFnF)   If time: Sentence problems: Choppy sentences, Run-ons, Stringy sentences (Chapter 10 p 194-201)  **Note from BP: This week is all about introducing the Argumentative Essay project and learning about APA in-text citation and APA reference pages. If possible, allow students some time in class on Class Day 2 to do planning, look for sources, start the outline, etc.** | compensate  diverse  impose  sustain  unify | If time, have students write core vocab sentences; give feedback & participation credit | **Assign THE #2 Argumentative essay-**3-4 pages + reference page – and allow for planning time in class  By Class Day 2: Students should choose a topic for THE#2  By Class Day 2: THE #1 Draft 2 returned digitally. Return Data Commentary Paragraph if possible, or finish over the weekend.  Assign THE #2 Outline for next Class Day 1 |
| 9 | 04 05  07 08 | Analyzing argumentative essays (Appendix A, pp. 286-290)  **Note from BP: Feel free to be generous with in-class time for students to work.** | arbitrary  fluctuate  inevitable  manipulate  transform | If time, have students write core vocab sentences; give feedback & participation credit | Class Day 1: THE #2 Outline due – collect for teacher feedback and grade  Class Day 2: THE #2 Outline returned  Assign THE #2 Peer Draft for Class Day 1 |
|  | **11 12**  **14 15** | **Spring Break** | | | |
| 10 | 18 19  21 22 | If time: Adjective clauses: Relative pronouns & adverbs (Chapter 13, pp. 243-246)  **Semester 2231: Class Day 1: We had about 40 minutes for peer reviews, then 50 minutes of lab time for student to continue work on AE Draft 1 (due Thursday on Canvas).** | implement  integrate  maximize  pursue  reinforce | If time, have students write core vocab sentences; give feedback & participation credit | Class Day 1: THE #2 Peer Draft due – peer review in class – Ss can Writer’s self-check p. 334 or other peer review checklist (see One Drive)  Class Day 2: THE #2 Draft 1 due |
| 11 | 25 26  28 29 | If time: Kinds of adjective clauses, Relative pronouns as objects (Chapter 13, pp. 247-251)  Possessive adjective clauses (Chapter 13, pp 252-254) | implicit  negate  persist  proportion  retain | If time, have students write core vocab sentences; give feedback & participation credit | By Class Day 2: THE #2 Draft 1 returned digitally  Assign THE #2 Draft 2 for next Class Day 1 |
| 12  April | 01 02  **04** 05  **W Final Exam** | Distribute the final exam instructions/ information and review with students.  If time, consider doing a practice activity from the [Final Exam Practice folder](https://pitt.sharepoint.com/:f:/r/sites/elifileshare/Shared%20Documents/ELI%20Curriculum/IEP%20Curriculum/Writing/Writing%205/Final%20Exam%20W5/W5%20Final%20Exam%20Practice?csf=1&web=1&e=fBBbIb).  Other possible grammar topics to fill class time:   * Chapter 11 * Introduction and THAT clauses (pp. 206-213 * IF/WHETHER and question clauses (pp. 214-217) * Chapter 14 * Participles (pp. 264-266) * Participial phrases, present & past (pp. 267-270) * Perfect form participial phrases (pp. 271-272) | Review of CV |  | Class Day 1: THE #2 Draft 2 collected  Class Day 1: Do curriculum evaluation  By Friday: Return THE #2 Draft 2 digitally  **April 4 (Thurs): Writing final exam** |
| End of term schedule | | Final exams:   * **April 4 (Thurs): Writing final exam** * April 5 (Fri): Speaking final exam * April 8 (Mon): Grammar and Reading final exams * April 9 (Tue): Listening final exam   Administrative considerations:   * **April 9 (Tue): WSGR grades due (TENTATIVE)** * April 10 (Wed): L grades due (TENTATIVE) * April 11 (Thurs): ELI Final Faculty Meeting, Closing Ceremony | | | |