

ES2660 AY 2019/2020 Semester 1 Schedule

Week	T1	T2	Intended Learning Outcomes ¹	Tutorial Activities
2 19/8-23/8	"The answer is 42"	"Jaq and the Beanstalk"	<ul style="list-style-type: none"> Explain Ennis' taxonomy of CT in own words Analyze and evaluate Ennis's taxonomy of CT Present own understanding of Ennis's Taxonomy in own rubric Explain Barrett's Taxonomy of Comprehension in own words Use Barrett's taxonomy to analyze the meaning of a text 	<ul style="list-style-type: none"> Read Ennis (2011) Analyze Ennis (2011) Learn about Barrett's taxonomy of comprehension Analyze Jaq and the Beanstalk HW ongoing for 3 weeks- Draw up a shortlist of the most relevant CT skills and dispositions for dealing with the sort of multimedia short texts that proliferate in the information age
3 26/8-30/8	"The new tortoise and the hare"	"Once upon a time.."	<ul style="list-style-type: none"> Demonstrate own CT rubric on given prompt Demonstrate systematic analysis of a given prompt 	<ul style="list-style-type: none"> Choose an old story/myth Mine for meaning using Barrett's taxonomy of comprehension skills. Demonstrate creative and imagination, by re-telling an old story/myth with an original twist whilst also demonstrating developing CT skills and dispositions Present to the class
4 2/9-6/9	"No rental to Indians and PRC"	The Welcome		<ul style="list-style-type: none"> Answer comprehension questions based on Barrett's taxonomy to 'No rental to PRC and Indians' Use selected/targeted CT skills and dispositions to analyze No rental to PRC and Indians Give a critical reflection on No rental to PRC and Indian in class
5 9/9-13/9	Project conference Teams A and B	Project conference Teams C and D		<ul style="list-style-type: none"> Show progress of project in a conference with tutor. Receive project prompt – 72 hours before project presentation date
6 16/9-20/9	Project presentations Teams A and B Whole class attends	Project presentations Teams C and D Whole class attends		<ul style="list-style-type: none"> Project presentation – rubric Project presentation – application of rubric to given prompt

¹ Intended learning outcomes as defined by Blooms, referenced from <https://tl.mit.edu/help/intended-learning-outcomes> as 'skills, knowledge, attitudes' but using Ennis' taxonomy of CT skills and dispositions

ES2660 COMMUNICATING IN THE INFORMATION AGE

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RECESS WEEK 21/9 - 29/9			<ul style="list-style-type: none"> Gain knowledge Analyze information Select information Evaluate information 	<ul style="list-style-type: none"> HW – read around IT solution for human problem for panel discussion Form considered opinions Anticipate and refute objections
7 30/9-4/10	Deep mind	12 angry men	<ul style="list-style-type: none"> Analyze academic conversation structures 	<ul style="list-style-type: none"> Fishbowl Discussion Academic conversation skills observations
8 7/10-11/10	Panel Discussion Teams C and D	Panel Discussion Teams A and B	<ul style="list-style-type: none"> Apply academic conversation structures 	<ul style="list-style-type: none"> Panel Discussion
9 14/10- 18/10	“Houston, we have a problem”	“The defective detective”	<ul style="list-style-type: none"> Analyze what is needed to answer own live question Search for and select information 	<ul style="list-style-type: none"> Ask live question for essay Write introduction
10 21/10-25/10	“Stealing is always wrong”	“The cat in the hat”	<ul style="list-style-type: none"> Demonstrate ability to understand source information Form your hypothesis/define your argument/draw conclusions from your reading Select and synthesize information Construct an argument 	<ul style="list-style-type: none"> Draft your essay Formulate thesis statement HW - Peer review essays of team - 48 hours in advance in work bin
11 28/10-1/11	Only Teams A and B	Only Teams C and D	<ul style="list-style-type: none"> Evaluate an argument and information Explain evaluation 	<ul style="list-style-type: none"> Oxford Tutorial Discussion Oxford Tutorial Essay - submission
12 4/11-8/11	“read the weather report like a woman in labour”	“Look and learn”	<ul style="list-style-type: none"> Apply CT skills and dispositions and comprehension strategies to impromptu speaking situations 	<ul style="list-style-type: none"> Develop strategies for thinking and speaking on feet Design wild cards Wild card practice
13 11/11 - 15/11	Only Teams C and D	Only Teams A and B		<ul style="list-style-type: none"> Wild cards assessment