

Structure of FSU036: Writing Seminar101

Unit-A: Reading Out Loud

- a. Simple passages and paragraphs
- b. Students take turns reading out loud
- c. Teachers help correct pronunciation
- d. Teachers will stop and synthesize the meaning of the passages with the help of the students
- e. This will be interactive and will also seek to increase student confidence

Unit-B: Sentence Correction Practice

- a. Effective to use multiple choice
- b. Interactive
- c. Discussion
- d. "Circle the errors"

Unit-C: Write 1 Paragraph about yourself

(Major assignment)

- a. Round 1: Write
- b. Round 2: Revise
- c. Round 3: Add sentence complexity
- d. Round 4: Revise
- e. Round 5: Word Choice
- f. Round 6: Revise

Unit-D: Compare and Show

Compare and Contrast Draft 1 to Final Draft of the assignment

- i. This will seek to boost morale and encourage students

FSU037: Writing Seminar102

Description:

This course will prepare the young student to interact effectively with other students, faculty members, employers and any other person. At the end of this course the student will get the soft skills set to work cohesively as a team player and will add value to the work.

Objectives:

Upon completion of the course the student shall be able to

1. Communicate effectively (Verbal and Non Verbal)
2. Think and write effectively
2. Effectively manage the team as a team player
4. Develop interview skills
5. Develop Leadership qualities and essentials

Course Content:

UNIT – A

- Reading Out Loud Practice
 - a. Simple to complex passages
 - b. Students take turns reading out loud (paragraph by paragraph)
 - c. Teachers help correct pronunciation
 - d. Teachers will stop and help synthesize the passages for meaning
 - e. This will be interactive and seek to increase student confidence
- Sentence Correction Practice
 - a. This may not occupy as much time as it did for Category 3 and the teacher will be the best gauge of when to cease this activity
 - b. Effective to use multiple choice
 - c. Interactive
 - d. Discussion
 - e. “Circle the errors”

UNIT – B

- Read an article or short story and write 2 paragraphs synthesizing the main theme at hand. This is the same assignment as category 3 but involves a more challenging topic and also requires one to have read some material prior to writing. The same revision processes will be required.
 - a. Round 1: Write
 - b. Round 2: Revise
 - c. Round 3: Add sentence complexity
 - d. Round 4: Revise
 - e. Round 5: Word Choice
 - f. Round 6: Revise
 - g. Compare and Contrast Draft 1 to Final Draft of the assignment.
 - i. This will seek to boost morale and encourage students

UNIT – C

- Basic Listening Skills:** Introduction, Self-Awareness, Active Listening, Becoming an Active Listener, Listening in Difficult Situations
- Effective Written Communication:** Introduction, When and When Not to Use Written Communication - Complexity of the Topic, Amount of Discussion' Required, Shades of Meaning, Formal Communication
- Writing Effectively:** Subject Lines, Put the Main Point First, Know Your Audience, Organization of the Message

UNIT – D

- Interview Skills:** Purpose of an interview, Do's and Don'ts of an interview
- Giving Presentations:** Dealing with Fears, Planning your Presentation, Structuring Your Presentation, Delivering Your Presentation, Techniques of Delivery
- Group Discussion:** Introduction, Communication skills in group discussion, Do's and Don'ts of group discussion

Structure of FSU038: Writing Seminar103

Unit-A: Overview: Structure of a traditional 5 paragraph Essay:

- a. Introduction
 - i. Thesis
 - ii. (4-5 sentences)
- b. Body Paragraph 1
 - i. Topic Sentence 1
 - ii. Supporting sentences (10-15)
- c. Body Paragraph 2
 - i. Topic Sentence 2
 - ii. Supporting sentences (10-15)
- d. Body Paragraph 3
 - i. Topic Sentence 3
 - ii. Supporting Sentences (10-15)
- e. Conclusion
 - i. Summary of main points
 - ii. Reshape the thesis, leaving scope for further thought

Unit-B: Process of Writing an Essay:

- a. Brainstorm
 - i. Bullets of all thoughts
 - ii. No particular order
 - iii. Practice session with a written article
- b. Formal Outline
 - i. Organize all relevant brainstorm into essay structure categorization
 - ii. Practice with a written article
- c. Start Writing

Unit-C: Sentence Correction Practice

- a. This may be needed in very limited capacity but it would be good to do just to see where students stand with regards to grammar
- b. Effective to use multiple choice format
- c. Interactive
- d. Discussion
- e. "Circle the errors"

Unit-D: Major Assignment:

Read a short novel and write a 5 paragraph essay on a subject relevant to that reading assignment - **The Pearl by John Steinbeck**

- a. Round 1: Write
- b. Round 2: Revise
- c. Round 3: Add sentence complexity
- d. Round 4: Revise
- e. Round 5: Word Choice
- f. Round 6: Revise
- g. Compare and Contrast Draft 1 to Final Draft of the assignment
 - i. This will seek to boost morale and encourage students