

iLearning Guide

Module Name: Critical Reading and Response

Course Name: English 1 (Reading and Composition)

Learning Goals/Outcomes

Upon completion of this module, you will be able to:

- Locate thesis in an academic text
- Locate main supporting evidence in an academic text
- Evaluate the effectiveness of the author's thesis and argument

Learning Resources

Required Resources

- Read "Annotating the Margins" and "Critical Reading/Textual Analysis and Thesis"
- Read Carol Dweck's "Brainology"
- Watch Dweck's TED Talk, "The Power of Believing You Can Improve"
- Read Russell Baker's "School vs. Education"

Additional Resources

- Find out what kind of mindset you have
<http://mindsetonline.com/testyourmindset/step1.php>

Learning Activities

Activities for This Lesson

- Take the mindset quiz (link above) to determine what kind of mindset you have
- As you annotate, summarize each of Dweck's main points as she makes them in the text
- Write a summary of Dweck's main point for writing (thesis) and her supporting evidence
- Write a response paper evaluating the efficacy of Dweck's purpose for writing and how well she supports her thesis

Discussion Questions

- Dweck explains that "negatively stereotyped students" benefit from the research findings. Provide some examples of negative stereotyping and how these types of generalizations harm students. How are these students helped

Form adapted from Smith, R. M. *Conquering the Content*. San Francisco: Jossey-Bass, 2008.

or harmed by their mindsets?

- Apply the concepts of fixed and growth mindset to the students in Russell Baker's essay "School vs. Education." Which mindset does Baker focus on and what are the effects?
- Look at the results of your mindset quiz and discuss how your past educational experiences contribute to your mindset. What can teachers do to ensure that students are not negatively stereotyped by a fixed mindset?

Self-Assessment

Check your understanding. Can you

- Define fixed and growth mindset
- Explain which mindset allows for greater learning
- Discuss the benefits and drawbacks of each mindset

Lesson Evaluation: Graded Assessments

- Discussion
- Response paper

Learning Guide

Module Name: Revising vs. Editing

Course Name: English 1 (Reading and Composition)

Learning Goals/Outcomes

Upon completion of this module, you will be able to:

- Discuss and differentiate between revising and editing
- Analyze peers' essays for strong and weak areas
- Revise essay, focusing on organization and development of ideas

Learning Resources

Required Resources

- Read "Writers on Revising" and "Editing and Proofreading"
- Watch "No One Writes Alone"
- Essay rubric
- Mock student essay

Additional Resources

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Learning Activities

Activities for This Lesson

- Students read and mark-up sample student essay and discuss the comments they've made
- Discuss the differences between revising and editing
- Discuss which types of comments were more helpful to the writer—were they revision or editing?
- Review peers' essays

Discussion Questions

- What are the differences between editing and revising?
- What types of things do you look for when revising (re-visioning) an essay?
- Is editing helpful in a peer review session? Why or why not?

Self-Assessment

Check your understanding. Can you

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- List differences between editing and revising techniques
- Explain the benefits of editing and revising
- Discuss what types of commentary benefit you and your peers

Lesson Evaluation: Graded Assessments

- Discussion
- Peer review

ⁱ Learning Guide created by Lisa Fitzgerald for English 1: Reading and Composition.
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