

Room LB306

Mondays 1:40-3:30

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Guided Reading

Fall 2005

Course Objectives: This course aims at helping students learn to read and respond to essays written by established writers such as Russell Baker, Langston Hughes, Maxine Hong Kingston, etc.

Methodology: Texts and reading supports—such as cultural notes, relevant links, reading questions, PowerPoint files, worksheets, etc.—are provided in the web-based courseware (<http://www.etweb.fju.edu.tw/essay/>). Students are encouraged to begin with the reader response approach by annotating the assigned texts and, then, discuss the writers' rhetorical skills by referring to the reading questions that are designed to promote critical reading skills and self-study abilities. In addition, the semester-end presentation is designed to encourage students to create artifacts in response to the assigned texts. Finally, collaborative learning is adopted to facilitate student-centered learning.

Course Requirements:

- § **Annotations:** Students are required to not just read but also annotate every assigned text On-line in the courseware. Each annotated text is due every Saturday evening at 5:00.
- § **Journals:** Two journals are required this semester. One has to be on either “Angels on a Pin” or “Learning to Write.” The other has to be on either “The Pie,” “Salvation,” or a comparison of the two essays. Refer to the syllabus for due dates.
- § **Presentation:** Students will be divided into groups of 4 to 5. With your group members, you will prepare a semester-end presentation in which you show the artifacts of your creativity to demonstrate your responses to the texts assigned for reading. Suggestions on what types of artifacts to create will be given and explained in class.
- § **Attendance:** Students are required to attend class every week on time. Three absences (i.e. 6-hour absence) will result in failing the course. Every time late for class is considered as one hour absence.

Grading:

Annotations	25%
Journals	20%
Presentation	30%
Attendance	15%
Teamwork	15%

Revised Syllabus

Annotations are due every Saturday at 5:00 p.m.

J = journal

Date	Class Activities	Assignments
9/19	Orientation Web search skills	1. Search for On-line articles on humor and pressure. 2. Make a bibliography list.
9/26	Library search skills—book search	§ Search for books on humor and make a book list.
10/03	Library search skills—journal article search	§ Write research questions on humor and pressure.
10/10	No Class	
10/17	Introduction to the Essay site Pre-reading activities: “Catfish in the Bathtub”	1. Read the introduction to the mode of description. 2. Read and annotate “Catfish in the Bathtub.”
10/24	Class discussion on “Catfish in the Bathtub” Literary skill: imagery Explanation: How to prepare the presentation	1. Read and annotate “Learning to Write.” 2. Read Amy Tan’s “Mother Tongue,” an essay listed under the mode of Illustration. (optional reading)
10/31	A comparison study: “Catfish in a Bathtub” and “Mother Tongue” Class discussion on “Learning to Write” Creating artifacts for “Catfish in a Bathtub” or “Learning to Write” (e.g. a character sketch or a song lyric)	1. Read the introduction to the mode of narration. 2. Read and annotate “Angels on a Pin.” 3. Make a list of topics on a comparison of “Learning to Write” and “Angels on a Pin.”

Date	Class Activities	Assignments
11/07	Class discussion on “Angels on a Pin” A comparison study: “Learning to Write” and “Angels on a Pin”	1. Read and annotate “The Pie.” 2. Write a journal on “Angels on a Pin.” (J due on 11/10 at 5:00 p.m.)
11/14	Class discussion on “The Pie” Literary skills: metaphor & allusion Peer feedback: The journal on “Angels on a Pin”	1. Read and annotate “Salvation.” 2. Make a list of topics on a comparison of “The Pie” and “Salvation.”
11/21	Class discussion on “Salvation” Literary skill: irony A comparison study: “The Pie” and “Salvation”	1. Write a journal on either “The Pie” or “Salvation.” (J due on 11/24 at 5:00 p.m.) 2. Create artifacts for “The Pie” or “Salvation.” (e.g. script of a role-play or a poem) 3. Read the introduction to the mode of Illustration.
11/28	Peer feedback: a. the journal b. artifacts Class discussion: The changing status of women	1. Read and annotate “Back to the Dump.” 2. Continue creating artifacts.
12/05	Class discussion on “Back to the Dump” Creating artifacts for “Back to the Dump” (e.g. illustrated journals; a collage of illustrated journals)	1. Read and annotate “The Fine Art of Putting Things Off.” 2. Create artifacts for “Back to the Dump.”
12/12	No Class	
12/19	Class discussion on “The Fine Art of Putting Things Off”	1. Read and annotate “Wrappings.” 2. Discuss with group members about how to put your artifacts together.
12/26	Class discussion on “Wrappings” Group discussion: Preparation for the presentation	1. Work with group members to put your artifacts together. 2. Rehearse your presentation.
1/02	Group discussion: Preparation for the presentation	
1/09	Presentation	
1/16		