

Use Contrast to Develop Ideas in Writing

Target Students



Level A non-English major freshmen
studying college English for the second term

Position of This Session in the Teaching Plan of Unit 6

After the study of the two passages in iExplore

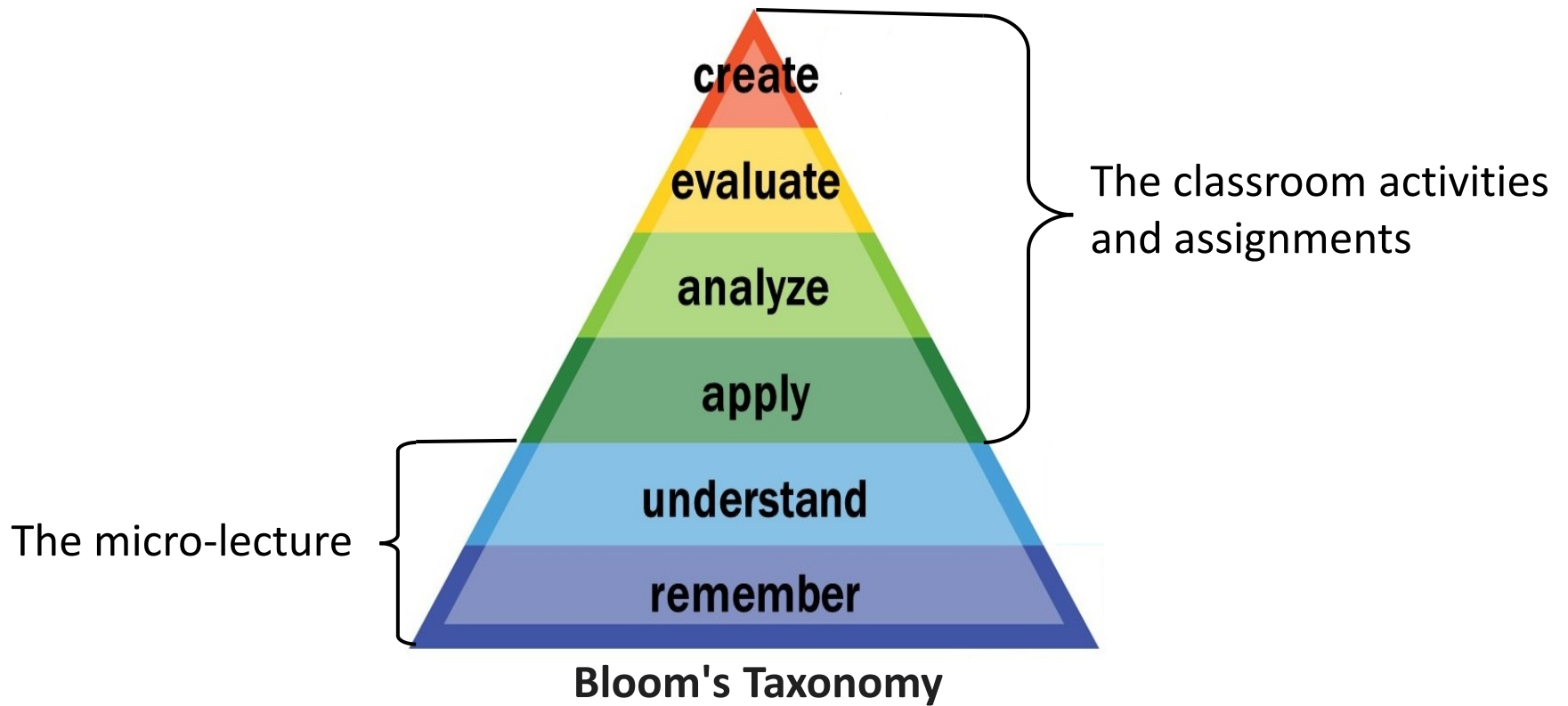


Objectives

Upon completion of this session, the students will be able to:

- gain a better understanding of contrast in writing
- grasp the skills of writing a contrast essay

Relation between the Classroom Activities and the Micro-lecture



Teaching Procedures



Review

Presentations

Practice

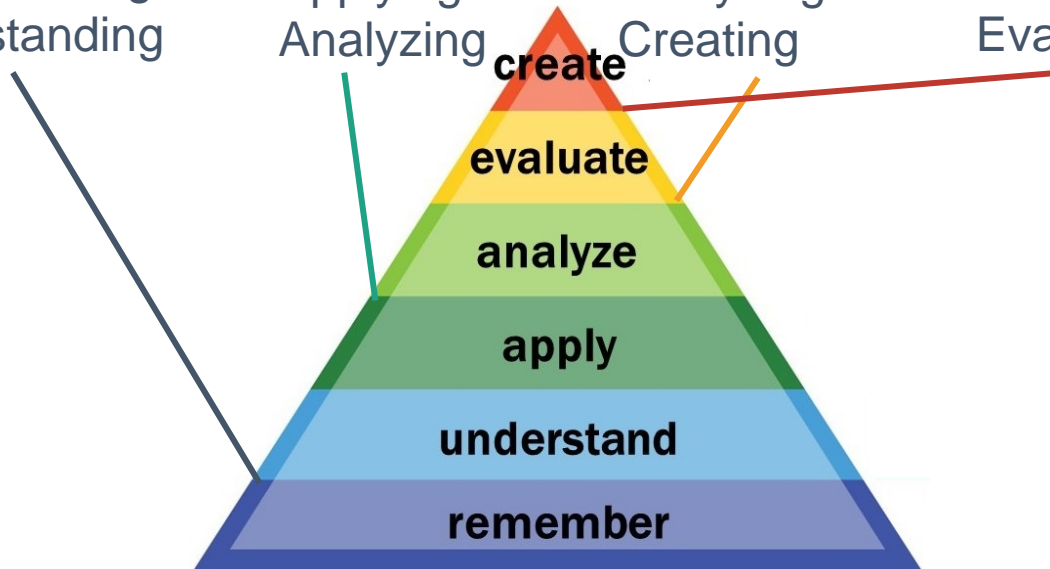
Assignments

Remembering
Understanding

Applying
Analyzing

Analyzing
Creating

Creating
Evaluating



create

evaluate

analyze

apply

understand

remember

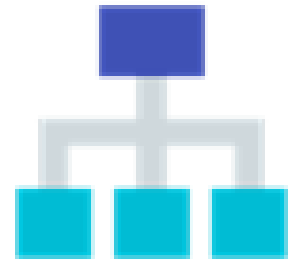
Review (2 mins)

- Why do we use contrast?
- How to organize the ideas of a contrast essay?
- What is the structure of a contrast essay?



Presentations (5 mins)

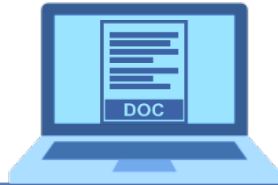
- Analyze the contrast paragraphs from the two passages in this unit (Para. 9 on P119 & Paras.11-12 on P131), and draw diagrams to show the contrast structures.



- Think about the pros and cons of the two contrast patterns.



Presentation 1: Sample Diagram 1



Writing with computers

- More quantity of production
- Less time in the library
- Less repetition in typing
- Less work on note taking



Writing without computers

- Better chosen words
- More carefully thought-out ideas
- New ideas on the way to the library or while typing
- Not necessarily a less successful career

Subject-by-subject

Presentation 1: Sample Diagram 2



	Traditional reading	Digital reading
Source of information	one	a multitude of
Scope of information	cautiously controlled	broad
Readers' understanding	framed by one voice	synthesized from different voices
Path of understanding	same for everyone	not the same to everyone
Authority	centralized	decentralized

Subject-by-subject

Presentation 2

Subject-by-subject

Pros:

smooth development of ideas

Cons:

not evident until further reading into the essay

Preferable for:

- short and simple contrast
- when using one subject to better understand another subject that is the focus of the essay

Point-by-point

Pros:

clear and direct contrast

Cons:

switching back and forth between subjects

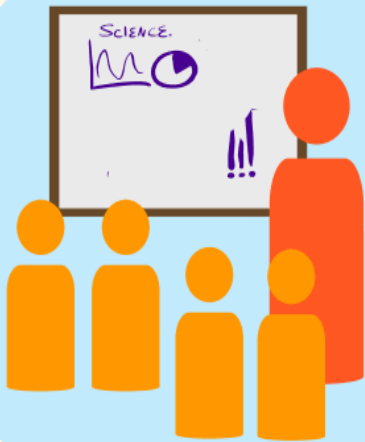
Preferable for:

- longer and in-depth contrasts
- when there are more points to be examined

Practice (12 mins)

Traditional **VS** *Flipped*

Lecture



Homework activities



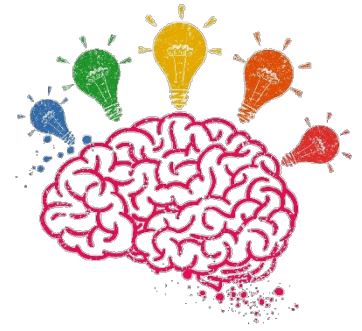
Lecture



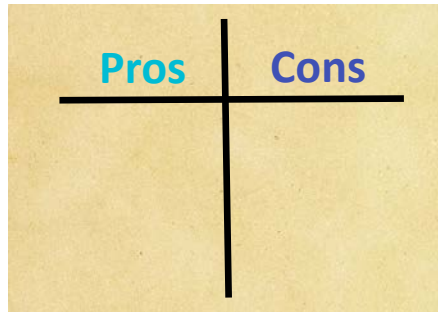
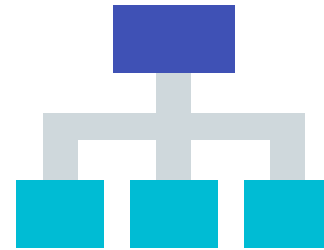
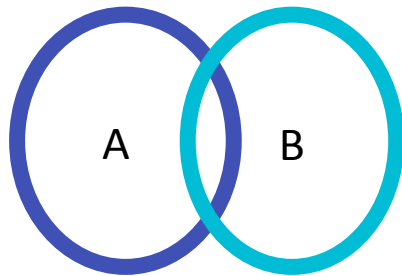
Classroom activities



Brainstorming

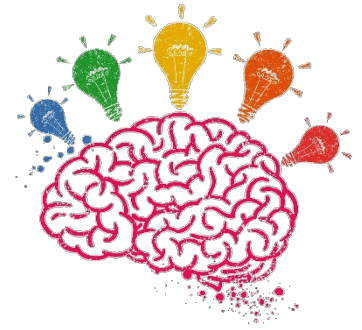


Contrasting features
Supporting details

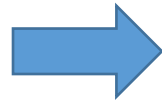


A	B

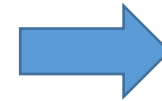
Brainstorming



Thinking



Pair discussion



Sharing in class

Drafting an Outline

- Decide on a contrast pattern
- Organize the ideas

Introduction

- Identify both subjects
- Present the arguments

Body

- Support the contrast

Conclusion

- Summarize the main points
- Evaluate the two subjects



Assignments (1 min)



- Complete the essay and submit it on the online grading system.



Use the expressions learned in unit 6

Use transitional expressions

- Discuss the online comments and evaluate the essays in groups.



Problems

+



Good samples

Checklist

- ✓ I have identified the subjects being contrasted in the introduction.
- ✓ I have established a clear purpose for the contrast.
- ✓ I have supported the contrast with specific details, examples and evidences.
- ✓ The evidences and examples are persuasive enough.
- ✓ I have followed a clear organizational pattern.
- ✓ I have used transitions to make the relationship among ideas clear.
- ✓ I have summarized the contrast in the conclusion.
- ✓ I have avoided mistakes in spelling, grammar and punctuation.



THANKS

