



ERW: Evidence-Based Reading and Writing G8

Brix Seoul Summer 2024

Course Overview

Students often find reading extremely difficult and there are many reasons: long passages scare students, students are not aware of *how* to read well, and many students find reading boring. In this summer course, students not only **memorize and utilize academic vocab**, but also **develop essential reading skills** necessary for upper-level high school English courses and test prep (DSAT, AP, IB) and **engage and connect with various nonfiction and fiction texts**. As we **read, discuss, analyze and write** about the texts, students will be able to make **real-life connections** with the texts and **explore their academic and social interests** through **research projects and writing**.

“학생들이 Reading 을 어려워하는 이유는 긴 구절이 있는 경우 회피하거나, 요점을 파악하면서 읽는 방법을 모르며 또한 지루하다고 생각합니다. 이번 여름 강좌에서 학생들의 학문적 어휘를 단순 암기하는 방법이 아닌 이를 활용하고, 고등학교 상급 과정과 DSAT/ AP/ IB 에 필요한 필수 읽기 능력을 개발하고 다양한 논픽션과 픽션 텍스트를 접하고 연결합니다. 읽은 내용에 대한 토론과 심층적인 분석을 토대로 글을 쓰면서 학생들은 텍스트에 대한 내용을 실생활과 연결하고 연구 및 프로젝트와 다양한 Writing 을 경험함으로써 학문적 사회적 관심을 탐구할 수 있습니다.”

Vocabulary

Academic Vocabulary from texts and Wordsmart I

Reading

Students will read 1-2 articles/texts each class, engage in active annotation, solve reading comprehension questions, participate in active discussion and then apply their understanding and knowledge through various in-class writing activities and homework assignments.

Reading tests will include:

Non-fiction articles about science, social sciences, current events

→ **Articles** from New York Times, National Geographic, Smithsonian Magazine, Science Daily, TIME Magazine, Forbes Magazine, New Scientist Magazine

Literature Passages of literary merit and relevancy

→ **Short stories** including *There Will Come Soft Rains* (Bradbury), *Harrison Bergeron* (Vonnegut), *The Story of an Hour* (Chopin), *Civil Peace* (Achebe)

→ **Poems** including *Ballad of Booker T.* (Hughes), *There Will Come Soft Rains* (Teasdale), *Memory* (Sassoon), *O Captain! My Captain!* (Whitman)

Historical passages regarding historical events and social issues

→ Historical **speeches and writings** such as *The Gettysburg Address* (Lincoln), *Give Me Liberty, or Give Me Death* (Henry), *Letter from a Birmingham Jail* (King)

Throughout the course, students will learn various **active reading skills**:

- Identify main ideas in reading passages
- Find and analyze supporting details and evidence
- Identify primary and secondary purposes and audiences of texts
- Analyze methods used to convey message/purpose
- Distinguish fact vs. opinion
- Reading for structure and purpose

Writing

Students will have the chance to apply the knowledge they gain through the reading texts and discussion through writing. Every class, there will be an in-class writing activity and students will be able to practice essential types of writing such as **persuasive, argumentative, and expository writing**. For homework, students will apply research and writing skills learned in class to develop and build up their final research project and paper on a topic of their choice.

Students will also hone their **research and writing skills**:

- Gain skills from information gathering, to outlining ideas and writing essays
- Develop ideas and opinions into a coherent argument
- Create strong, arguable thesis statements
- Gather information and find evidence to support their ideas
- Apply strong reasoning to writing with evidence and examples
- Identify and analyze reliable sources
- Properly cite sources with in-text citations and bibliographies

While developing their reading and writing skills, students will **engage in a culminating research project** on a topic of their choice related to a social issue or academic fields such as philosophy, history, psychology and more. Through the project, which includes a **presentation** and final **paper**, students will be able to explore their academic interests further. Additionally, as these are also topics of the John Locke Essay Competition, students may **further develop their own final research papers to enter the next competition** and other writing contests such as the upcoming *The New York Times Writing Contest*.

“Reading & Writing 에 대한 이해도를 높이는 과정에서 학생들은 철학, 역사, 심리학 등과 같은 학문분야 또는 사회이슈와 관련하여 본인이 관심을 가지는 주제에 대한 최종 리서치 프로젝트에 진행하게 됩니다. 본인의 아이디어 발전에 대한 과정과 이를 뒷받침하는 근거를 찾는 과정까지 포함하여 하나의 페이퍼 형태의 Writing 을 develop 하고 Final paper 과 함께 프레젠테이션을 진행합니다. 다양한 사고력을 요구하는 John Locke Essay Competition 주제와 같은 Prompt 를 가지고 discussion 이 이루어지며 학생들은 다가오는 The New York Times Writing Contest 같은 Writing Competition 도 준비할 수 있습니다.“