Success Center
Directed Learning Activity

EMLS 100
Writing Assignment 2A

EMLS100.3

Directed Learning Activity — EMLS 100 Writing Assignment 2A

Description: ***This is your second writing assignment for English as a Second Language (EMLS) 4. It is very similar to the first one. The instructions will lead you through the same process of composing of a well-developed paragraph.***

Materials: ***To complete this DLA, you will need a dictionary. You may also want to consult the copy of EMLS 4 Writing Assignment 1A you completed during your previous visit to the Success Center.***

Step One: Pre-Reading

Before reading the article on page 2 of this assignment, answer the following questions.

1. Do you think *texting* – the practice of sending text messages with cell phones – is a good thing in our society? Why? Why not?

2. What problems can texting cause?

3. You are going to read an article titled "'Sleep-Texting' Is Here and on the Increase." What do you think the article will be about?

Step Two: Reading

Read the following article. Circle any new words that you don't know. Don't use a dictionary to look them up, but try to guess their meanings based on the context.

'Sleep-Texting' Is Here and on the Increase

Twenty-first century technology is bringing with it twenty-first century disorders. The latest is "sleep-texting" – sending messages in your sleep. This is a new phenomenon identified by Australia's Melbourne Sleep Disorder Center. Sleep specialist Dr David Cunnington said the condition is currently quite rare but has the potential to grow. He said he has seen many instances of sufferers sending incoherent text messages to their friends while asleep. Texters are reported to be completely unaware of their late-night messaging. One expert says the stresses of daily life cause people to text in their sleep. Another says young people are so attached to their cell phones that sleep-texting is almost like sleepwalking.

Dr Cunnington's advice is to leave the cell phone out of the bedroom to resist the urge to text. He said, "If your phone is on the nightstand, then it will be more difficult to have a good night's sleep without feeling compelled to reply to a message or check your *Facebook* account." He added, "The key point is that people need to respect their sleep, and make an effort to switch off at night." Cunnington explained that sleep-emailing is a more serious problem. He says, "Emails can be sent to work colleagues and have much more serious consequences, whereas text messages are more likely to be accidentally sent to a friend or family member, so people aren't as likely to
complain of a problem."

Source: *http://www.BreakingNewsEnglish.com/1111/111124-sleeptexting.html*

Step Three: Post-Reading

After reading the article above, answer the following comprehension questions. Use complete sentences.

4. According to the article, what causes people to text in their sleep?

_____

_____

_____

_____

5. According to the article, what is one thing a person can do to stop sleep-texting?

_____

Step Four: Developing Your Vocabulary

Choose three new words from the article and write them down below. Write the definition of each word. You may use a dictionary.

Step Five: Writing a Paragraph

In the box below are two topics. Choose one to write about and then follow the instructions.

TOPICS

1. Texting is bad. Discuss the reasons that support this statement.

2. Despite the negative aspects of texting, it does have some benefits. Give examples of positive benefits.

I. Prewriting

In "EMLS 100 Writing Assignment 1A," you learned four different ways to brainstorm: ***clustering***, ***questioning***, ***freewriting***, and ***listing***. Select one of those techniques; then, in the space at the top of page 4, brainstorm ideas for your topic. (If you need to, go back to Writing Assignment 1A and review the four brainstorming techniques.)

II. Outlining

From your brainstorming, choose the ideas that you want to use in your paragraph and organize them in the outline below. Make sure that each ***supporting point*** focuses on the ***topic***. Does each ***detail/example*** clearly explain or describe its supporting point? (If you need to review any of these terms, go back to Writing Assignment 1A.)

Although there are spaces for them here, you do not need to have four supporting points. You do not need to fill in every blank in this outline.

OUTLINE

Topic Sentence: _____

Supporting Point 1: _____

Details/Examples: **a.** _____

b. _____

c. _____

Supporting Point 2: _____

Details/Examples: **a.** _____

b. _____

c. _____

Supporting Point 3: _____

Details/Examples: **a.** _____

b. _____

c. _____

Supporting Point 4: _____

Details/Examples: **a.** _____

b. _____

c. _____

Conclusion: (You can write this when you do your rough draft.)

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PRINT STUDENT NAME **STUDENT #**

Tutor Feedback:

_____In Step One, the student completed the pre-reading activity.

_____In Step Two and Three, the student read the article and circled new words. The student then answered the comprehension questions.

_____In Step Four, the student wrote down three new words and defined them.

_____In Step Five, the student did a thorough job of brainstorming the topic. If you think the student didn't write down enough ideas, send him/her back to complete this part. Or you can help the student come up with some ideas.

__In Step Five, student filled out the outline form completely. Look over the outline with the student and make sure the supporting points focus on the topic and all the details connect logically to their corresponding supporting points. The student does not have to fill in all the lines.

____In Step Five, the student wrote a rough draft of 125-150 words. Make sure that the rough draft follows the outline and contains a topic sentence, supporting points and details. Don't correct any grammar mistakes at this point—unless you see a recurring error and think an explanation would be helpful to the student.

Additional Comments:

_____

PRINT INSTRUCTOR/TUTOR NAME **DATE**

INSTRUCTOR/TUTOR SIGNATURE