Name:_____ Date:_____

Success Center
Directed Learning Activity

EMLS 100
Writing Assignment 4A

EMLS100.7

Directed Learning Activity — Writing Assignment 4A

Description: This is your fourth writing assignment. Follow the instructions as before.

STEP ONE: Pre-Reading Activity
Answer the following questions:

1. Look up "road rage" on Wikipedia on the Internet. What is a definition for "road rage"?

_____

_____

_____

2. "Road rage" has become a serious problem in America recently. Have you ever been a victim of "road rage" or known someone who has? Does "road rage" exist in your native country?

_____

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_____

3. What do you think causes "road rage"?

_____

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_____

STEP TWO:
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 the meanings based on the context.

Sidewalk Rage Common in Big Cities

Do you ever get angry at people walking slowly in front of you? If you do, you might be suffering from Intermittent Explosive Disorder (IED). A University of Hawaii professor, Leon James, has studied people's emotions as they walk along busy streets in New York City. He discovered that many people have "serious problems" when someone walking at a snail's pace in front of them impedes their progress. Dr James, a psychology professor, called the condition "sidewalk rage." James is developing a Pedestrian Aggressiveness Syndrome Scale (PASS) to measure the different levels of sidewalk rage. It measures 15 different behaviors that indicate sidewalk rage. These include muttering to yourself, bumping into other pedestrians on purpose, glaring, and walking too closely to other people.

Dr James' research found that tourists are those most likely to cause IED. They are the slowest walkers, at an average of 1.16 meters per second. IED sufferers should easily be able to spot tourists and change course to avoid any chances of getting angry. Next slowest are smokers, cell phone users, and people with bags. These walk between 1.27 and 1.3 meters per second. The fastest walkers, at 1.4 meters per second, are those who listen to music. New York resident Jim Redman said he was shocked when he found out about the research. "That's me!" he said. "I get sidewalk rage every day. I can't stand it when people walk so slow in the city. I have no patience with them," he added. Mr. Redman confessed that he also showed signs of IED in his home when his children slow down his journey to the bathroom.

From http://www.BreakingNewsEnglish.com/1102/110224-sidewalk_rage.html

STEP THREE: Post-Reading Activity

Answer the following comprehension questions. Use complete sentences.

a. What is PASS? The answer is in the article.

_____

_____

b. Who are the slowest walkers? Who are the fastest walkers?

_____

_____

_____

STEP FOUR: 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: Preparing to Write a Paragraph
Below are two topics. Choose ONE and follow the instructions.

TOPIC:

The article talks about a type of rage, or anger, that people experience. Anger is a common problem in our society today. Your next assignment is to write a paragraph about anger. Answer ONE of the questions below:

1. What causes people to be angry today? Your topic is "anger" and the controlling idea is "causes."

— OR —

2. What are some solutions to anger? Again, your topic is "anger" but the controlling idea in this paragraph would be "solutions."

I. PREWRITING: Use the space below and brainstorm ideas for your topic. Think carefully about supporting points and details. Write down as many as you can think of. Use any pre-writing method (clustering, listing, wh- questions, freewriting) you want.

II. OUTLINE: 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?**
NOTE: You DO NOT need to have 4 supporting points and you do not have to use every line.

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 Steps 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 3 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.

Additional Comments:

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PRINT INSTRUCTOR/TUTOR NAME **DATE**

INSTRUCTOR/TUTOR SIGNATURE