

EAP 4ARH

ARCHITECTURE | INTERIOR ARCHITECTURE | LANDSCAPE ARCHITECTURE

Sample Theme/ DESIGN BELIEFS

STUDENT OUTCOMES:

Demonstrate reading comprehension and critical thinking through written summary, paraphrase, and personal response to art and design-related readings (averaging B2 CEFR level), in both take-home and in-class timed writing tasks.

Engage in a structured, multi-draft writing process to produce a basic analytical essay with a clear thesis development and support.

Topics/Threads/ Transitions/Texts/Tasks

TOPIC: ATTITUDES AND MOTIVATIONS OF ARCHITECTS AND DESIGNERS

TASK 1

Students watch video of interviews with designers and take notes (TEXT 1).

TASK 2

Students check their notes on designer beliefs with the video transcript.

TRANSITION

TASK 3

Students brainstorm individually where beliefs come from (TEXT 2).

TASK 4

Students compare their brainstorm on where beliefs come from with a partner.

TASK 5

Students discuss together as a class their answers on where beliefs come from.

TRANSITION

TASK 6

Students create timeline of various personal influences in design up to this point in their lives (TEXT 3).

TASK 7

Students present personal timelines and interview each other in pairs.

TRANSITION

TASK 8

Students begin pre-writing using a graphic organizer to draw from personal timelines as content for essay (TEXT 4).

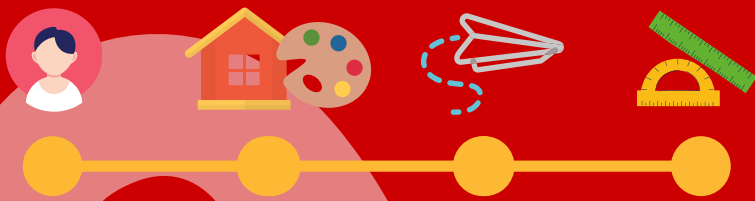
TASK 9

Students create two drafts of their essay (TEXT 5).

TASK 10

Students proofread and submit final draft of essay.

TOPIC: IDENTIFYING AS ARCHITECTS AND DESIGNERS



Design
Belief
Essay

TOPIC: DEFINING AND STATING BELIEFS

Threads:

Applying and Analyzing Information