

## FLM: Expanding your Vocabulary

### In-Class Activity

#### *Online Implementation*

You will be placed in a break-out room with a couple of other students. Once in your group, read the following excerpt from “Our Semi-Literate Youth? Not So Fast,” by Andrea Lunsford (*The Norton Sampler*, p. 571):

“No doubt there’s a grain of truth in both these depictions. But the doomsayers who tell these stories are turning a blind eye on compelling alternative narratives. As one who has spent the last 30-plus years studying the writing of college students, I see a different picture. For those who think Google is making us stupid and Facebook is frying our brains, let me sketch that picture in briefly.”

Now work with your teammates to paraphrase the above paragraph using a dictionary and thesaurus. It is recommended that you use a shared Google doc, which can be edited by all of your teammates.

Next, your teacher will ask you to trade your paraphrase with another team by sharing your Google doc or sending your file by e-mail to another team. You will then be put into the same break-out room as before and, together with your teammates, you will read the other group’s paraphrase. As you read it, complete the following:

- Edit the other team’s work to see if you have correctly interpreted the author’s meaning. Focus specifically on vocabulary. Highlight or underline each new vocabulary item.
- Note the various types of vocabulary that you, your team, and the original authors use. What new words, idioms, and phrases have you learned? Which ones are worth imitating in your own academic writing? Consider taking some notes in your Google doc or Zoom chat (but make sure to save your notes before the break-out rooms are closed!).

Finally, your teacher will close the break-out rooms. As a class, discuss what skills you gained through these exercises. You may also be asked to share your screen with the class and show your paraphrase and/or your notes.