Write Stuff for the Real World:
Writing to Explore Work, Income and Identity (LIC 115)
Title III Strengthening Institutions Project
Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement

The Strategies for Success Title III initiative is a major, five-year project (2009-2013) funded by a two million dollar grant from the U.S. Department of Education. This initiative is intended to transform Middlesex Community College by improving the academic achievement, persistence, retention, and engagement of its students.

The project focuses on reformed curricula and comprehensive advising. Reformed Curriculum involves the design of developmental and college Gateway courses and learning communities embedded with Core Student Success Skills related to critical thinking, communication, collaboration, organization, and self-assessment. Overall, 45 courses will be impacted over the five years of the project. Comprehensive Advising involves the design of integrated advising services to include identification of academic and career goals, creation of realistic educational plans, and continuous tracking and intervention with an emphasis on the Core Student Success Skills. Comprehensive Advising Services will be specifically tailored to each program of study. Cross-division curriculum and advising design teams composed of faculty and staff are designing, piloting, and assessing the curriculum and advising initiatives.

The Title III grant provides resources to support faculty professional development related to designing and piloting new curriculum and advising students. The grant also supports the purchase of advising software programs and the hiring of a Pedagogical Instructional Designer, Learning Engagement Specialist, Advising Coordinator, and two academic advisors. The resources provided by the grant offer an exciting opportunity for the college community to work together to develop the strong programs and services that will increase student success.
## Contents

Introduction ................................................................................................................................. 2  

LESSON PLAN: Identifying Values ................................................................................................. 5  
Handout: Values Assessment Tool ............................................................................................. 8  

LESSON PLAN: Descriptive Essay ................................................................................................. 12  
Handout: Formal Essay #1- Describing a Person Who Has Influenced You ............................. 15  
Handout: Editing and Proofreading Essay #1 Helpful Strategies ........................................... 21  

LESSON PLAN: Motivation .................................................................................................................... 22  

LESSON PLAN: Narrative Essay ............................................................................................................. 24  
Handout: Formal Essay #2- Writing a Narrative Essay Using Dialogue ................................... 28  

LESSON PLAN: Middle Class and the Living Wage ........................................................................... 38  

LESSON PLAN: Value of a Degree ........................................................................................................ 42  

LESSON PLAN: Compare and Contrast Essay - *In the Garden of Papa Santuzzu* and *Nickel and Dimed*.... 46  
Handout: Questions for Discussion and Writing ........................................................................... 50  
Handout: Quote Quest ..................................................................................................................... 52  

LESSON PLAN: Work-Family – Informational & Personal Interviews - Final Project ................... 57  

Appendix: Sample Syllabi ....................................................................................................................... 63  
Sample Syllabus I for LIC 115 ......................................................................................................... 63  
Sample Syllabus II for LIC 115 ....................................................................................................... 78
**Introduction**

**LIC 115: The Write Stuff for the Real World**

Resource Guide for Infusing College Student Success Skills

**Course Description**

Have you ever thought about how your work influences your life? *Write Stuff for the Real World* explores how the study of work can help students navigate their academic, personal, and professional lives. Through the study of personal narrative and psychological and cultural influences, students will critically examine topics such as types of work, inequality in work and wages, work and the family, and the changing workplace. While examining the world of work, students will develop skills in paragraph development, grammar, and short essay writing in preparation for ENG 101. This course is hands-on and stresses learning by doing, self-reflection, integrating study skills, and learning strategies, and utilizes college resources as a way to enhance student success.

*Prerequisite:* Students placing above or who have successfully completed ENG 071 and whose CPT is above 67 are not eligible to enroll in this course.

**Core Student Success Skills**

As a result of a Title III grant, *Strategies for Success: Increasing Achievement, Persistence, Retention, and Engagement*, this course has been designed to incorporate the following Core Student Success Skills (CSSS): Critical Thinking, Organization, Collaboration, Self-Assessment, and Communication. The concept is to lead students to apply these skills as a method for learning course content. By practicing these skills in the course, they will develop into more successful college students overall.

**Critical Thinking**

Critical Thinking involves a variety of means for integrating knowledge, using reasoning and solving problems. At its “Developing” Level (Application) it requires that students identify and use relevant information to reach conclusions consistent with evidence presented. At more “Proficient” and “Advanced” Levels it requires that students compare and contrast differing views, analyze and evaluate information logically, and make inferences based on testable hypotheses.

**Organization**

Organization involves a variety of related abilities. These include the ability to systematically relate areas of content to each other, the ability to take an overarching piece of information and to present concepts in a logical manner, and the ability to come up with an outline to show how concepts relate to one another. It may also include the ability to read and follow the syllabus, time management, and the use of effective study skills.
Collaboration

Collaboration rests on the skills necessary for students to work together in group activities and projects. This includes direct skills such as dividing tasks into parts, collecting and sharing information, and making group decisions. It also includes skills related to the processes for learning in community with others such as learning to appreciate differences, negotiating, compromising, and reaching consensus.

Self-Assessment

Self-Assessment encompasses several student abilities. First, it is the ability to apply psychological course concepts experientially to better understand themselves and others. Second, it is the ability to examine how relevant theories apply to real life. Finally, it involves the ability to assess oneself to gain insight into how one learns, plans, makes decisions, and studies.

Communication

Communication entails the ability of students to explain ideas related to what they are learning in clear oral or written forms. Such information may be presented individually or in groups. Skills may include the ability to break content down into smaller pieces, organizing and summarizing information, and demonstrating informational, technological, and quantitative literacy.

How to Use This Guide

The eight lesson plans included in the guide are designed to connect the concepts and information learned in SOC 102 to the essays and writing projects in ENG 071. Particularly, the lessons link together as follows:

SOC 102: Identifying Values    ENG 071: Descriptive Essay
SOC 102: Motivation Theory     ENG 071: Narrative Essay
SOC 102: The Value of a Degree  ENG 071: Analytical Essay
SOC 102: Middle Class and the Living Wage
SOC 102/ENG 071: Informational Interviews/Final Project

Each lesson integrates the core student success skills and allows students to make connections between the topics and build on their knowledge from previous lessons. We have placed the lessons chronologically, as they relate to various stages in the semester including orientation to college, community engagement, the advising period, and the Thanksgiving holiday break, in which students will begin informational interviews. Students will use the class concepts and writing skills learned to write an essay after each unit, employing a variety of rhetorical strategies. The final project will tie in all of the course concepts and writing strategies, which will be demonstrated in the students’ presentation
and written component. We encourage you to adapt these lessons to suit your own teaching style and preferences. At the end, we’ve provided two sample syllabi, one from each team.

We hope that you find this course guide useful as you develop your own version of Write Stuff for the Real World. Please feel free to contact any member of the team to inquire about the lessons, texts consulted, and additional resources. We welcome feedback about your adaptations of the lesson plans and hope you will share approaches that have been effective in your classroom.

**Team Members:**

**Basic Writing**

Nicholas Triantafyllos Papas  
[mailto:papasn@middlesex.mass.edu](mailto:papasn@middlesex.mass.edu)

Katherine DiMarca  
[mailto:dimarcak@middlesex.mass.edu](mailto:dimarcak@middlesex.mass.edu)

**Work, Income, and Identity**

Shelli DeMarkles  
[mailto:demarkless@middlesex.mass.edu](mailto:demarkless@middlesex.mass.edu)

Cynthia Lynch  
[mailto:lynchc@middlesex.mass.edu](mailto:lynchc@middlesex.mass.edu)
LESSON PLAN: Identifying Values

Learning Objectives: After successfully completing this activity, students will be able to

- Define a value both written and verbally
- List and describe their top five values
- Discuss factors that influence values
- Compare/contrast how their behavior toward values coincides with their ideas about values
- Connect knowledge of values to people they admire

CORE STUDENT SUCCESS SKILLS:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Critical Thinking: knowledge, integration, reasoning, problem solving</td>
</tr>
<tr>
<td></td>
<td>Organization: time management, note taking, test taking, study skills</td>
</tr>
<tr>
<td></td>
<td>Collaboration: community activities, service, group exploration</td>
</tr>
<tr>
<td>X</td>
<td>Self-assessment: academic and career goal setting, self advocacy</td>
</tr>
<tr>
<td>X</td>
<td>Communication: oral, written, technological, and information literacy</td>
</tr>
</tbody>
</table>

COURSE OUTCOMES ADDRESSED:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial</td>
</tr>
<tr>
<td></td>
<td>Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work</td>
</tr>
<tr>
<td>X</td>
<td>Analyze how social and demographic changes influence family life and work decisions</td>
</tr>
<tr>
<td>X</td>
<td>Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals</td>
</tr>
<tr>
<td></td>
<td>Demonstrate student success strategies which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking</td>
</tr>
</tbody>
</table>
X Evaluate the role of motivation, temperament, and life span development theories in the workplace

<table>
<thead>
<tr>
<th>PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will have engaged in several ice breakers and team-building exercises prior to this lesson so that they may feel comfortable speaking out in class during the values auction</td>
</tr>
<tr>
<td>• Play money bills in the amount of $500-- enough for each student to have $10,000 in money</td>
</tr>
</tbody>
</table>

TIME ALLOTTED: Two class periods

MATERIALS/EQUIPMENT/HANDOUTS:

• Values Inventory Handout
• Cut-out pictures representing different values
• Play money from a board game
• Values Auction Handout
• Values Item Card Cutouts

PROCEDURES:

Day One:

1. Begin a discussion about what values are and what factors influence a person’s values.
2. Fill out Values Inventory Handout.
3. Instructor will ask each of the students to share with the class one of their top values, explain where it comes from, and why it’s important to them.

Day Two:

1. Explain that one way to find out what anyone values the most is to ask him/her to assign a monetary value to the things that seem important.
2. Have someone in the group describe an auction or explain that it is where people bid money for items. The person who bids the most gets the item in return for paying the bid.
3. Explain that you are going to auction off values that are important to some people, and that participants can use the play money to buy the value/item.

4. Distribute the handout of the Values list, and ask students to check the items that they are interested in purchasing through bidding.

5. Explain how you will conduct the auction: Each of you has $10,000 to spend. You can bid any amount up to $10,000 for an item/value. You must bid in quantities of $500 or more ($500, $1000, $1500, etc). If you make the highest bid for an item, you pay for it. Once your money is gone, you cannot bid on additional items.

6. When an item is sold, write the amount of the winning bid for the item in the second column.

7. Conduct the auction like a real auctioneer! Keep participants attention, have fun with it and keep the bidding moving. When someone buys an item, you can give them the item card. If things move too slowly increase the minimum bid amount to $1,000. Continue until each item has been sold.

8. Lead a discussion when the Values Auction is completed.

9. Ask students: Which items were the most valuable? Which were the least? Do you think an item was most valuable if lots of people bid on it or if it went for the most money or both? Why? Was there an item you really wanted but couldn’t get? What can you do to make that item part of your life? Winning of losing the item in the auction isn’t important. What matters is noticing what you bid on because that shows what you value now. Do you think this will change at different points in your life? Are you satisfied with what you bid on? Does it accurately reflect what you most value in life?

Homework:

Students will write a page in their journals reflecting on the experience and what, if any, changes in their values preferences occurred when faced with actual items to purchase.

In preparation for writing a descriptive essay, students will begin prewriting steps by writing one reflection journal entry about three individuals they admire and what values each individual espouses.

ASSESSMENT:

- Reflection Journal
- Descriptive Essay
Handout: Values Assessment Tool

What is a value? Simply put, a value is a principle, standard, or quality considered worthwhile or desirable. If something is a value to you, it’s important in your life, influences the choices you make, and gives your life meaning. Understanding your values will help you focus on career objectives that will validate what’s important to you.

Please take a moment to rate the following values listed below on a scale from 1 to 5.

1. Not at all important
2. Not very important
3. Moderately important
4. Very important
5. Essential

Remember a rating of 1 means that something isn’t important to you and a rating of 5 means that is of most importance to you. There are no rights or wrong values. Lastly, make sure that the values by which you choose to define yourself are truly your own values and not someone else’s.

<table>
<thead>
<tr>
<th>Value</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance</td>
<td>feeling a sense of belonging for who you are</td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td>accomplishing many goals</td>
<td></td>
</tr>
<tr>
<td>Adventure</td>
<td>exciting and unusual experiences</td>
<td></td>
</tr>
<tr>
<td>Altruism</td>
<td>contribute to the betterment of the world</td>
<td></td>
</tr>
<tr>
<td>Autonomy</td>
<td>the ability to do things on one’s own</td>
<td></td>
</tr>
<tr>
<td>Balance</td>
<td>the feeling of having balance between family, home, and leisure activities</td>
<td></td>
</tr>
<tr>
<td>Beauty</td>
<td>appreciating or contributing to the beauty of the world</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>a sense of belonging and connection with those around you</td>
<td></td>
</tr>
<tr>
<td>Value</td>
<td>Description</td>
<td>Rating</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Competition</td>
<td>striving and competing to outdo another</td>
<td></td>
</tr>
<tr>
<td>Courage</td>
<td>the ability to face problems in the face of fear</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>originality of thought and expression</td>
<td></td>
</tr>
<tr>
<td>Curiosity</td>
<td>the desire to learn or know about something</td>
<td></td>
</tr>
<tr>
<td>Efficiency</td>
<td>performing a task with the least amount of effort</td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td>relating to the feelings and experiences of others; compassion</td>
<td></td>
</tr>
<tr>
<td>Fame</td>
<td>a widespread and popular reputation</td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>a social unit or group that may or may not be blood-related</td>
<td></td>
</tr>
<tr>
<td>Financial Security</td>
<td>freedom from money concerns</td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>being open to change</td>
<td></td>
</tr>
<tr>
<td>Freedom</td>
<td>acting without external control or interference</td>
<td></td>
</tr>
<tr>
<td>Friendship</td>
<td>the state of closeness and association with others</td>
<td></td>
</tr>
<tr>
<td>Fun/Joy</td>
<td>enjoyment and playfulness</td>
<td></td>
</tr>
<tr>
<td>Harmony</td>
<td>feeling peaceful and free from conflict</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>the condition of the body and mind</td>
<td></td>
</tr>
<tr>
<td>Honesty</td>
<td>truthful and sincere</td>
<td></td>
</tr>
<tr>
<td>Humor</td>
<td>amusement</td>
<td></td>
</tr>
<tr>
<td>Independence</td>
<td>freedom from control</td>
<td></td>
</tr>
<tr>
<td>Influence</td>
<td>the power of affecting others</td>
<td></td>
</tr>
<tr>
<td>Value</td>
<td>Description</td>
<td>Rating</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Knowledge</td>
<td>the study of information, facts, and principles</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>the ability to lead others</td>
<td></td>
</tr>
<tr>
<td>Loyalty</td>
<td>faithful to commitments, obligations, or people</td>
<td></td>
</tr>
<tr>
<td>Optimism</td>
<td>the process of looking on the favorable side of events</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>a structured, orderly environment</td>
<td></td>
</tr>
<tr>
<td>Passion</td>
<td>strong desire and enthusiasm for something</td>
<td></td>
</tr>
<tr>
<td>Power</td>
<td>controlling the activities of others</td>
<td></td>
</tr>
<tr>
<td>Recognition</td>
<td>receiving frequent, positive feedback</td>
<td></td>
</tr>
<tr>
<td>Respect</td>
<td>feeling esteemed and honored</td>
<td></td>
</tr>
<tr>
<td>Romance</td>
<td>idealizing love and affection</td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>freedom from risk and concern</td>
<td></td>
</tr>
<tr>
<td>Self-care</td>
<td>the ability to care for one's self physically and emotionally</td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>performing acts that directly help others individually or in groups</td>
<td></td>
</tr>
<tr>
<td>Solitude</td>
<td>being alone; quietness</td>
<td></td>
</tr>
<tr>
<td>Spirituality</td>
<td>exploration of the soul</td>
<td></td>
</tr>
<tr>
<td>Team Work</td>
<td>working closely with others to achieve common goals</td>
<td></td>
</tr>
<tr>
<td>Traditionalism</td>
<td>honoring a continued pattern of beliefs and practices</td>
<td></td>
</tr>
<tr>
<td>Trust</td>
<td>a confident expectation of something</td>
<td></td>
</tr>
<tr>
<td>Value</td>
<td>Description</td>
<td>Rating</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Variety</td>
<td>frequent changes in content or setting</td>
<td></td>
</tr>
</tbody>
</table>

Go back through the list and circle your top-rated values (values that scored a 4 or 5). Which values would you consider are your top five?

1. 
2. 
3. 
4. 
5.
LESSON PLAN: Descriptive Essay

DESCRIPTION:

This lesson will enable students to grow in self-understanding as well as strengthen their identity and confidence. Each student will identify a person in his or her life (from their past or present) who has been a role model to them or who inspired or encouraged them in some way and/or helped shape their identity. Students will write essays that examine how that person shows and has influenced them with three positive qualities. Students should imagine that they are nominating this person for an “Every Day Hero” award and that the audience for their essay will be the judges of the competition. Students will develop their descriptive writing skills and coherency.

This lesson plan corresponds well with the “Values Auction” lesson plan in Explorations. Students may be able to identify that the person who has influenced them in a positive way did so by teaching them specific values.

LESSON OBJECTIVES:

After successfully completing this activity, students will be able to:

• Form a clear thesis statement and support it with strong evidence through descriptive details, anecdotes, and examples
• Write a cohesive five paragraph essay that is properly formatted and logically organized
• Write an essay using standard written English, punctuation, mechanics and spelling

CORE STUDENT SUCCESS SKILLS:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Critical Thinking: knowledge, integration, reasoning, problem solving</td>
</tr>
<tr>
<td>X</td>
<td>Organization: time management, note taking, test taking, study skills</td>
</tr>
<tr>
<td>X</td>
<td>Collaboration: community activities, service, group exploration</td>
</tr>
<tr>
<td>X</td>
<td>Self-assessment: academic and career goal setting, self advocacy</td>
</tr>
<tr>
<td>X</td>
<td>Communication: oral, written, technological, and information literacy</td>
</tr>
</tbody>
</table>

COURSE OUTCOMES ADDRESSED:
<table>
<thead>
<tr>
<th>X</th>
<th>Begin to write college-level communications using the writing process (which includes prewriting, drafting, editing, and publishing for an academic audience)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Organize ideas and develop sentences and paragraphs that show coherent sequence of thought</td>
</tr>
<tr>
<td>X</td>
<td>Support an arguable thesis with appropriate evidence</td>
</tr>
<tr>
<td>X</td>
<td>Write unified and coherent essays of five or more paragraphs that follow a pattern of introduction with thesis, body paragraphs with transitions, topic sentences and supporting details, and a concluding paragraph</td>
</tr>
<tr>
<td>X</td>
<td>Use standard written English, punctuation, mechanics and spelling</td>
</tr>
<tr>
<td>X</td>
<td>Revise and proofread their own written work</td>
</tr>
<tr>
<td>X</td>
<td>Write for various audiences and purposes</td>
</tr>
<tr>
<td>X</td>
<td>Demonstrate developing comprehension and reflective reading skills</td>
</tr>
<tr>
<td>X</td>
<td>Demonstrate developing critical reading skills for stated and implied meanings</td>
</tr>
<tr>
<td>X</td>
<td>Evaluate and interpret textual material and begin to incorporate its content into their written work without plagiarizing</td>
</tr>
</tbody>
</table>

**PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:** Reading the essays in *This I Believe* will offer students insight into common core values

**TIME ALLOTTED:** Two to three weeks for the entire writing process

**MATERIALS/EQUIPMENT/HANDOUTS:**
- Textbook
- Prewriting Packet
- Editing and Proofreading Essay #1 Handout (see appendix)
- Assess Your Own Writing Handout (see appendix)
- Peer Response Sheet
PROCEDURES:

1. HW FRI: Read Chapter in the textbook regarding writing descriptive essays and/or profiles.
2. CLASSWORK MON: Read/analyze model essay(s) and complete prewriting packet.
3. HW MON Draft essay.
4. CW WEDS: Grammar skills/discussion groups This I Believe.
5. HW WEDS: Finish drafting essay; bring two copies of essay to class for Friday.
6. CW FRI: Self-editing "Editing and Proofreading, Essay #1" handout/Peer Response/Feedback from Instructor.
7. HW FRI: Revise Essay – write second draft, bring two copies of essay to class for Monday.
8. CW MON: Round Robin Peer Response/Feedback from Instructor.
9. HW MON: Revise essay; compose final essay, and compile final packet with all process work to be submitted on Friday.
10 CW WEDS: Grammar skills/discussion groups, This I Believe.
11. CW FRI: Reflect/Self-Assess on final draft and all process work; submit all.

EXTENSION AND REMEDIATION:

Students may choose to revise this essay for a higher grade, or they may choose to work on it further with extensive revision work for the Dramatic Revision Essay.

ASSESSMENT:

Students will submit final draft and all process work for points. Their essays will be graded using a rubric.
Handout: Formal Essay #1- Describing a Person Who Has Influenced You

Writing Prompt: Write an essay about a person you know who has made a positive influence on your life. In this essay, you will examine the outstanding qualities and core values of this person.

Think of all the people you know who have influenced you in a significant way. Choose someone who you currently have a relationship with, or you may want to write about someone you are remembering from your past. (Think of someone who was a role model to you, someone who recognized and nurtured your potential, someone who inspired you to pursue your career or dreams, someone who helped shape your identity, etc.) Choose a person who will most likely provide you with the most stories and descriptions for your essay. TIP: Look through photo albums to help stimulate your memory!

STEP ONE: Choose a Topic

Make a LIST here of possible people to write about:

Minimum Criteria for Acceptance

- Title
- A least one and half pages, double-spaced
- Proper formatting
- Reasonable evidence of proofreading and use of spell check
- Introduction that reveals how this person has influenced you and a thesis statement that states the outstanding qualities of a person
- Detailed physical description of the person
- Paragraphs with clear topic sentences
- Anecdotes that support topic sentences
- A conclusion in which you reflect upon the influence of this person on your life

STEP TWO: PREWRITING ACTIVITIES

I. Focus Questions
Answer the following questions about the individual you have chosen. Answer with complete sentences and paragraphs on a separate sheet of lined paper. Staple it to this packet. Note: the more details and information you include, the easier it will be to write the essay!

1. Why do you want to write about this person?

2. What is this person’s name? Is there any significance to the name? Does this person have a nickname? Where does it come from?

3. What is your relationship with this person?

4. How long have you known this person? How did you first meet him or her? (Skip this question if you have known him or her your whole life) Write a description of him or her in a typical setting or situation.

5. Write a paragraph describing what this person looks like. Your readers, who have never met this person, need to be able to recognize him or her if this person walked into the room. Consider hair color, eye color, height, body type, style of clothing, jewelry, tattoos, or unusual features. Gather as many details as possible to help your readers imagine this person they have never met! (This info will go into your first BODY PARAGRAPH)

6. What type of work does this person do? How does he or she feel about it? What have you learned about work from this person?

7. What outstanding qualities does this person have? (patience, honesty, optimism, stubbornness, a sense of humor, etc.) Name at least THREE. You will be using these three qualities as key words in the THESIS STATEMENT and TOPIC SENTENCES of your essay.

8. Think of three or more memories (anecdotes) to illustrate the outstanding qualities of this person. Write out these memories in detail. Try to include dialogue (remembered conversations)! (Each of these anecdotes will be their own BODY PARAGRAPH)

9. How does this person’s influence on you affect your current life? What have you learned from knowing him or her? How is your life different because of this person? (This info will go into your CONCLUSION PARAGRAPH)

II. Stick Figure Drawing

When you picture this person, what automatically comes to mind? Do you see curly black hair? Dangling earrings? Does a special trip you took together resurface in your memory? Do you remember kind or sincere words he or she once said to you?

Draw a stick figure and label it with details that you immediately associate with the person:

- Physical characteristics (draw)
• Important qualities (write the words)
• Remembered moments (write the words)

Think of the kinds of activities this person likes to do or specific memories of this person engaged in an event with you.

Do this quickly to find out what you associate with the person off the top of your head!

**STEP THREE: Write a Rough Draft**

All the prewriting activities that you completed will help you write your rough draft! Many students express how difficult it is to simply begin an essay. This is why prewriting is so important – it jogs your memory and helps you form your thoughts and ideas. When you sit down to compose your first draft, if you look back on your prewriting and then use it, you will find writing your first draft will come much easier than you had imagined!

To compose a rough draft, you need to look over all the material you gathered in the prewriting exercises. Decide what you want to use and what you will leave out. Put the material in an ORDER that makes sense to you and your readers.

*ALL essays need to have a title, introduction, body, and conclusion.*
The order/organization of this essay could look roughly like this:

A. Title

B. Introduction – a paragraph that names and introduces the person who has influenced you. Be sure to state the outstanding qualities this person has that have influenced you in a thesis statement (the last sentence of the paragraph).

C. Body – paragraphs that support the thesis statement and prove that this person has influenced you in a positive way
   
   • Describe the person’s physical characteristics.
   
   • State the first quality in a topic sentence and include an anecdote (memory) associated with this quality. Also, state what you learned from this person and/or how they influenced you.
   
   • State the second quality in a topic sentence and include an anecdote (memory) associated with this quality. Also, state what you learned from this person and/or how they influenced you.
   
   • State the third quality in a topic sentence and include an anecdote (memory) associated with this quality. Also, state what you learned from this person and/or how they influenced you.

D. Conclusion – a paragraph that ends the essay in a satisfying way by restating the thesis statement and reflecting deeply on the topic--be sure to reflect upon this person’s overall influence on you

In your introduction, write a sentence that expresses the main idea – the thesis statement.

A clear and specific thesis statement is essential in every essay! An essay without a thesis statement is like a hamburger bun without the hamburger – or an ice cream cone without the ice cream – or even a car without an engine! The thesis powers the essay...something is dreadfully missing without it.

STEP FOUR: Word process essay (Type at home; bring printout to class. Save on flashdrive and bring flashdrive to class)

Formatting an Essay – use the following format to word-process an essay:

• Font size 12
• Double-spaced
• Heading
• Title centered
• Indent 5 spaces at the beginning of a new paragraph (TAB Key)
Everybody's Gram

My grandmother, Claire Rita Hajjar, raised five teenage daughters on her own after her husband passed away in the late 1960’s. I would imagine that this would take anyone a lot of courage and inner strength. Yet, my grandmother was truly a strong woman with love not only for her family, but for anyone in need of love and support. I admire my grandmother because of her inner strength, strong work ethic, and big heart.

My grandmother, or “Grammy,” looked very much like a typical American grandmother! With her short, grey curly hair, pale wrinkled skin, and thin, wiry frame, anyone would look at her and easily think, “This woman could definitely be a grandmother – possibly even a great-grandmother.” My Grammy was 81 when she passed away two years ago, after having five daughters, eight grandchildren, and seven great-grandchildren who she loved dearly. A life of hard work and care for many children can certainly age a person’s appearance, as I do believe it probably did for Gram.
STEP FIVE: Self-edit rough draft; use a pen or pencil on the printout. Find and fix errors and make changes to your paper; use the minimum criteria for acceptance on the first page of this packet for help [Rough/First Draft]

STEP SIX: Peer Response (work on in class. Activity will be explained in class. Make sure you have your rough draft print out in class!)

STEP SEVEN: Revise your essay using the feedback from Peer Response. Print out your essay.

*OPTIONAL STEP: Visit the Writing Center. Bring a copy of your draft and this packet with you as they will need to see the assignment directions. Have the tutor sign your paper as evidence that you visited!

STEP EIGHT: Peer Response Round Robin

STEP NINE: Revise your essay to create the 3rd draft/final essay.

Submit Final Essay [Professional Appearance] and all Process Work

What to Hand In, Stapled Together (From Top to Bottom)

1. Final Essay –Third Draft -(Professional Appearance, no highlights or pencil marks)
2. Second Draft with edits in pen or pencil
3. Peer Response Worksheets
4. Rough/First Draft with edits in pen or pencil
5. Prewriting Packet

Adapted from Fortna, Joanna. Basic Writing, Through the Prism of Experience. Custom Publishing. 2010.
Handout: Editing and Proofreading Essay #1 Helpful Strategies

Proofreading

- Read your paper out loud to edit for obvious errors!
- Try reading your paper backwards, sentence by sentence as a proofreading strategy.

Formatting

- Does your paper look like p. 7 of the prewriting packet for Essay #1?
- Is the heading correct?
- Do you have a title? Is it centered? Is the first letter of every major word in the title capitalized?
- Have you indented each paragraph?

Capitalization

- Capitalize the first letter of every sentence
- Capitalize the pronoun “I.”
- Capitalize the title.
- Check to see that there are no letters capitalized that should NOT be capitalized.

Endmarks

- Make sure that endmarks such as periods, question marks, and exclamation marks are not missing

Typing

- Are there any big spaces where there should not be?
- Dialogue
  - Quotation marks must be placed BEFORE and AFTER the words that a person speaks aloud
- Ex. “I want to go to the movies tonight,” my sister said.
LESSON PLAN: Motivation

DESCRIPTION:
As students continue to explore the factors that influence vocational choice and satisfaction, they will begin to look at the role of motivation. In this unit, students will learn the four basic drives that underlie motivation in the workplace. They will apply this understanding to case studies in the form of narrative essays, and finally, write a narrative essay reflecting on how these drives have influenced a personal experience in their lives.

LESSON OBJECTIVES:

After successfully completing these activities, students will be able to:

- Define the four drives both written and verbally
- Identify the drives in narrative essays
- Relate each of the drives to a concrete experience or desire in their lives

CORE STUDENT SUCCESS SKILLS:

<table>
<thead>
<tr>
<th>X</th>
<th>Critical Thinking: knowledge, integration, reasoning, problem solving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organization: time management, note taking, test taking, study skills</td>
</tr>
<tr>
<td></td>
<td>Collaboration: community activities, service, group exploration</td>
</tr>
<tr>
<td>X</td>
<td>Self-assessment: academic and career goal setting, self advocacy</td>
</tr>
<tr>
<td>X</td>
<td>Communication: oral, written, technological, and information literacy</td>
</tr>
</tbody>
</table>

COURSE OUTCOMES ADDRESSED:

| Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial |
| Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work |
Analyze how social and demographic changes influence family life and work decisions

X

Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals

Demonstrate student success strategies which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking

X

Evaluate the role of motivation, temperament, and life span development theories in the workplace

PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:

- Students will have completed a lesson on reading strategies and note-taking to enhance their understanding of the course reading and lecture for this portion of the curriculum.
- Students will have participated in a values auction and identified their top five values, which will be useful in the reflection journal.

TIME ALLOTTED: Two 75-minute class periods or four 50-minute class periods

MATERIALS/EQUIPMENT/HANDOUTS:

- Handout: “Employee Motivation: A Powerful New Model” Nohria, Groysber, and Lee
- Chart Paper, Markers, and Tape available on Library Database Ebsco
- Excerpts from This I Believe
- In-class worksheet
- Student Journal

PROCEDURES:

Class One (or one and two)

1. Students will come to class having read and annotated the handout, “Employee Motivation.” The instructor will spend a few minutes introducing the topic of motivation and its importance in the role of work.
2. The instructor will divide the class in four groups and assign each group one of the four drives.
3. The smaller groups will then discuss their particular drive and create, in their own words, a definition for it and put it on chart paper.
4. The instructor will circulate among the groups, answering questions as necessary and helping the groups compose their definitions.
5. Each group will then hang their sheet of paper in the front of the room and present the
definition of their drive to the rest of the class.
6. After each group has presented, the instructor will fill in any gaps the students have left and
give concrete examples of each drive as the students take notes on the lecture.
7. The instructor will close the lesson by giving students scenarios of workplace behavior and
having them identify which of the four drives they exhibit. Homework will be to read the
two narrative essays from *This I Believe* and take notes on areas where they see the four
drives.

Class Two (or three and four)
1. Students will resume their small groups from the previous class and complete a worksheet
with discussion questions on the two narrative essays that they read. The worksheet
questions will encompass facts from the narratives, vocabulary, and application of values
and motivation.
2. When all groups have finished, the instructor will go over the worksheet, calling on groups
to answer specific questions.
3. Students will pass in worksheet as a homework grade.
4. Instructor will engage students in a discussion relating the concepts of motivation and values
that they’ve learned in class to their own work life.
5. Students will have an opportunity to share personal experiences.
6. Instructor will write the journal prompt on the board: How have your values and motivation
affected the choices you’ve made or will make about your work life?
7. Students will write a journal entry based on their own experiences as homework.

**CLOSURE:**

- To end this unit and being prewriting steps for the narrative essay, the instructor will
  ask students to write a reflection journal that explores three stories where they had
to make difficult decisions and what motivated their final choices.

**ASSESSMENT**

Student-written and presented definitions on chart paper

- In-class worksheet on narrative essays
- Reflection journal
- Narrative essay

**LESSON PLAN: Narrative Essay**
DESCRIPTION:

Student create a personal narrative about their lives and/or work experience that reveal an aspect of their identity, who they are, or who they want to be.

LESSON OBJECTIVES:

After successfully completing this activity, students will be able to:

- Understand how to incorporate dialogue into their writing
- Write a coherent and detailed narrative essay about a meaningful experience they have had
- Write a clear and specific thesis
- Engage in each step of the writing process

CORE STUDENT SUCCESS SKILLS:

<table>
<thead>
<tr>
<th></th>
<th>Critical Thinking: knowledge, integration, reasoning, problem solving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organization: time management, note taking, test taking, study skills</td>
</tr>
<tr>
<td></td>
<td>Collaboration: community activities, service, group exploration</td>
</tr>
<tr>
<td></td>
<td>Self-assessment: academic and career goal setting, self advocacy</td>
</tr>
<tr>
<td></td>
<td>Communication: oral, written, technological, and information literacy</td>
</tr>
</tbody>
</table>

COURSE OUTCOMES ADDRESSED:

<table>
<thead>
<tr>
<th></th>
<th>Begin to write college-level communications using the writing process (which includes prewriting, drafting, editing, and publishing for an academic audience)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organize ideas and develop sentences and paragraphs that show coherent sequence of thought</td>
</tr>
<tr>
<td></td>
<td>Support an arguable thesis with appropriate evidence</td>
</tr>
<tr>
<td></td>
<td>Write unified and coherent essays of five or more paragraphs that follow a pattern of introduction with thesis, body paragraphs with transitions, topic sentences and supporting details, and a concluding paragraph</td>
</tr>
<tr>
<td></td>
<td>Use standard written English, punctuation, mechanics and spelling</td>
</tr>
</tbody>
</table>
**PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:**

Students will have written a Descriptive Essay and will be reading a narrative, *Nickel and Dimed*

**TIME ALLOTED:** Two to three weeks for the entire writing process

**MATERIALS/EQUIPMENT/HANDOUTS:**

- Textbook chapter on writing narrative essays
- Model essays
- Prewriting packet

**PROCEDURES:**

1. HW FRI: Read chapter in the textbook regarding writing narrative essays.
2. CW MON: Read/analyze model essay(s) and complete prewriting packet.
3. HW MON: Draft essay.
4. CW WEDS: Grammar skills/discussion groups, *This I Believe*.
5. HW WEDS: Finish drafting essay; bring two copies of essay to class for Friday
6. CW FRI: Self-editing “Editing and Proofreading, Essay #2” handout/Peer Response/Feedback from Instructor.
7. HW FRI: Revise Essay – write second draft, bring two copies of essay to class for Monday.
8. CW MON: Round Robin Peer Response/Feedback from Instructor.
9. HW MON: Revise essay; compose final essay and compile final packet with all process work to be submitted on Friday.
10. CW WEDS: Grammar skills/discussion groups, *This I Believe*.
11. CW FRI: Reflect/Self-Assess on final draft and all process work; submit all.

**EXTENSION AND REMEDIATION:**
Students may choose to revise this essay for a higher grade or extensively for the Dramatic Revision.

**ASSESSMENT:**

Students will submit final draft and all process work for points. Their essays will be graded using a rubric.
Handout: Formal Essay #2 - Writing a Narrative Essay Using Dialogue

PREWRITING PACKET

Writing Prompt: Write a personal narrative from your life and/or work experience that reveals an aspect of your identity, who you are, or who you want to be. Limit your topic choice to an event that has a turning point and happens within a short period of time (preferably one day). Be sure to incorporate dialogue properly. Imagine your audience to be individuals who have found themselves in similar life situations to your own.

(Alternatively, imagine your reader to be a movie director or reality TV show producer who is considering bringing YOUR LIFE STORY to the silver screen – stranger things have happened...)

STEP ONE: Choose a Topic

Possible Topics for a Narrative Essay

1. Think of a story that taught you something about yourself through a job that you have or once had.
2. Think of a story that tells how you acquired an important object with personal or family significance.
3. Think of a story that helped you discover a principle to live by.
4. Think of a story that connects you to a place that is important to you.
5. Think of a story that helps you to have an appreciation or awareness of your ethnic or cultural background.
6. Think of a story that tells about being either left out or included in a group.
7. Think of a story that taught you something about yourself through your participation in a sport or hobby.
8. Think of a story that taught you something about your identity or lifestyle.

A good story has to have some kind of turning point that you as a writer can build to as you write your essay. (The turning point will come about three-quarters of the way through your story). You will be using your skills of description and storytelling to write this essay. Focus on an event that happens within a day. Make the turning point exciting by making sure your story is full of suspense. Your essay must include:

- A thesis statement. You can start with the words, “Little did I know...”
- Setting that includes time of day, time of year, and weather
• A climactic moment that can be understood as the turning point
• Dialogue
Make a LIST here of possible stories to tell:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Minimum Criteria for Acceptance

• Title
• A least two full pages, double-spaced
• Proper formatting
• Must be organized in chronological order
• Must build to a turning point
• Must have a recognizable turning point
• Dialogue should be used and typed properly
• Reasonable evidence of proofreading and use of spell check

STEP TWO: PREWRITING ACTIVITIES

I. Freewriting

This will help you generate ideas. You will write continuously for ten minutes without putting your pen down and – like magic – you will find yourself with ideas and details to include in your essay! Start with the words, “I remember the day when...” (You may need extra loose-leaf paper)
II. Clustering

This is a graphic method to help you closely recall the event and all the specific details associated with it.
III. Plot Chart

1. **Exposition** Set the stage at the very beginning. Reveal the time, place, people, and mood.

   ![Exposition](chart)

   **Rising Action**
   
   Reveal the “inciting incident” and the series of actions that rise to the climax.

   ![Rising Action](chart)

   **Climax** This is when the emotional peak of the story is reached. Tension is at its greatest point. Put the climax three-quarters of the way through the story. This is the story’s turning point.

   ![Climax](chart)

   **Falling Action** What happens following the climax?

   ![Falling Action](chart)
**Resolution** How does everything end? Make sure you reflect deeply on the significance of the event.

**Dialogue** Where do you want to include dialogue in your story?

---

**STEP THREE: Write a Rough Draft (You must type and have the printed copy before class begins!)**

To compose a rough draft, you need to take the material you have gathered in the prewriting exercises.

*ALL essays need to have a title, introduction, body, and conclusion.*

The order/organization of this essay should roughly look like this:

**Title**

**Introduction** – a paragraph that names and introduces the important event. You might want to consider hinting at what happens leaving the actual event to be a surprise for the reader. Don’t forget a **thesis statement** (the last sentence of the paragraph). Ex. Little did I know that this day would affect me for the rest of my life.

**Body** – paragraphs that support the thesis statement and explain what happened on that day in chronological order. Make sure you build to the **turning point** by incorporating **suspense**. Don’t forget to use **dialogue** to increase the drama!

**Conclusion** – a paragraph that ends the essay in a satisfying way by restating the thesis statement and reflecting deeply on the topic. Be sure to reflect upon this event’s overall effect on you.

In your introduction, write a sentence that expresses the main idea – **the thesis statement**.

**Sample thesis statements for the narrative essay:**

I didn’t realize saying “yes” at that moment would lead to teaching me one of life’s greatest lessons.
Little did I know it would turn out to be the most difficult job I had ever had.

It was during one moment that day that I first realized how much I love my brother.

Little did I know that being a new parent would be so hard.

*You try! Write a thesis for your essay derived from the meaning of the event.*

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Incorporate DIALOGUE into your essay.

When typing dialogue in your story, your need to make sure you are using proper format as shown below. Start a new paragraph each time a new person speaks by pressing “enter” and “tab”

Ex. Benny grabs Mini’s arm and they go out to the middle of the floor where Benny pulls Mini close. He holds her face against his chest and bumps his way back and forth across the dance floor. Benny isn’t really dancing with Mini. It’s more like he’s sweeping the floor with her.

Lencho moves aside, letting Hector out of the booth. Hector picks his way through the dancing couples, his pulse pounding in his ears as he taps Benny on the shoulder. “I think I’ll finish this song out,” he says.

“Hey man,” Benny says, “we just got started.”

“Well I’m not in the mood for any more of this,” Mini says. She squirms to get away but Benny’s hand is firm on her waist.

Benny looks down at Mini. “You and me, we’re just dancing here,” he says. Benny bobs his shoulders to the music. “You know, doing a little cha-cha-cha.”
“I’m done dancing with you,” Mini says. She squirms and Benny loosens his grip.

“Fine,” he says, nudging Mini toward Hector.

“Hey, take it easy.” Lencho’s standing behind Hector, been standing behind him since he left the table.

“Take it easy yourself, kid.” Benny lights a cigarette as though he were alone on a street corner, taking his time, enjoying the smoke spreading through his lungs.

---- From “The Corrido of Hector Cruz” from Every Night is Ladies Night by Michael Jaime-Becerra, p. 74

What do you notice about how dialogue is written?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

STEP FOUR: Word process essay (Type at home; bring printout to class.)

Formatting an Essay – use the following format to word-process an essay:

  • Font size 12
  • Double-spaced
  • Heading
  • Title centered
  • Indent 5 spaces at the beginning of a new paragraph (TAB Key)
Sample Essay

Walter Scanlon

Basic Writing

Essay #2

October 14, 2011

It’s Time I Shed My Ex-Convict Status

Thirty years ago I decided to drastically turn my life around. With a state-issued olive suit on my back, a high-school equivalency diploma, and $40 travel money in my pocket, I became an ex-convict. I had done my time – almost five years in all – and now had the opportunity to redeem myself. I felt almost optimistic. As the huge outer gate of New York state’s Clinton Prison slammed behind me, the discharge officer bid me farewell: “Get your act together,” he bellowed with a mix of sincerity and humor. “I don’t want to see you back here any time soon.” A Department of Corrections van sat rumbling at the prison’s checkpoint – my ride to the Greyhound bus depot.

As we pulled away, the towering walls, razor wire, and iron gates of the prison grew even more awesome, and the looming gun towers more ominous. It was a bright early autumn morning, my thirty-second birthday was days away, and the last ten years of my life had been spent in and out of men’s shelters, hospitals, and prisons. I wanted to make it this time.

See p. 618 in your textbook, Real Writing by Susan Anker, to read the whole essay!
STEP FIVE: **Self-edit rough draft**; use a pen or pencil on the printout. Find and fix errors and make changes to your paper; use the minimum criteria for acceptance on the first page of this packet for help.

[Rough/First Draft]

STEP SIX: **Peer Response** (work on in class. Make sure you have your TWO copies of your rough draft printed out for class!)

STEP SEVEN: **Revise** your essay using the feedback from Peer Response. **Edit and Proofread** carefully for surface errors especially errors in dialogue, run on sentences and fragments. Print out TWO COPIES of your essay to bring to class

*OPTIONAL STEP: Visit the Writing Center. Bring a copy of your draft and this packet with you as they will need to see the assignment directions. Have the tutor sign your paper as evidence that you visited!

STEP EIGHT: **Peer Response Round Robin**

STEP NINE: Revise your essay to create the 3rd draft/final essay.

Submit Final Essay [Professional Appearance] and all Process Work

What to Hand In, Stapled Together (From Top to Bottom)-

- 3rd Draft/Final Essay (Professional Appearance, no highlights or pencil marks)
- 2nd Draft with multiple edits in pen or pencil on each page
- Peer Response Worksheet
- Rough/1st Draft with multiple edits in pen or pencil on each page

*packet will not be accepted with this Prewriting Packet

*Adapted from Fortna, Joanna. Basic Writing, Through the Prism of Experience. Custom Publishing. 2010.*
LESSON PLAN: Middle Class and the Living Wage

DESCRIPTION: This lesson will introduce students to the concepts of a living wage, minimum wage, family wage and the creation of the middle class. Students will integrate knowledge on the history of wage rates and policy, information from the film, Waging a Living and their personal workforce experiences to learn what is needed for a living wage in their community.

LESSON OBJECTIVES:

After successfully completing this lesson, students will be able to:

- Understand the history of wage rates and policy
- Distinguish between “minimum wage” and “living wage”
- List the daily expenses for an adult member of a community
- Calculate the amount needed for a living wage for their community

CORE STUDENT SUCCESS SKILLS:

| X | Critical Thinking: knowledge, integration, reasoning, problem solving |
| Organization: time management, note taking, test taking, study skills |
| Collaboration: community activities, service, group exploration |
| x | Self-assessment: academic and career goal setting, self advocacy |
| x | Communication: oral, written, technological, and information literacy |

COURSE OUTCOMES ADDRESSED:

<p>| Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial |
| Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work |</p>
<table>
<thead>
<tr>
<th>x</th>
<th>Analyze how social and demographic changes influence family life and work decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals</td>
</tr>
<tr>
<td></td>
<td>Demonstrate student success strategies which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking</td>
</tr>
<tr>
<td></td>
<td>Evaluate the role of motivation, temperament, and life span development theories in the workplace</td>
</tr>
</tbody>
</table>

**PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:**

Students should understand what is meant by the term wage and hopefully will have at least one part/full time job.

**TIME ALLOTED:** 2-3 class periods

**MATERIALS/EQUIPMENT/HANDOUTS:**

- Clips of the film *Waging a Living* –AV equipment to play film
- Handout on Henry Ford
- Handout on living wage calculations
- Handout on Fair Labor Standards Act
- Chart Paper

**PROCEDURES:**

**Opening:**

On chart paper have students list their first or current jobs and how much they were/are paid. List job and hourly wage and indicate if they liked the job a lot, average, a little or not at all.

**Lesson: Day One**

1. Lead a discussion as to what students think middle class means.
2. Hand out a brief history of Henry Ford and his $5/day innovation and have students read it independently.
3. In pairs have students discuss and write out the answer to the question, “Why is Henry Ford often referred to as the creator of the middle class?”
4. Share answers.
5. Discuss with students if they think the “family wage” is still the norm in working class families.
6. Have students estimate how much they think they would need to earn hourly to live comfortably in their city or town? Share as a class and record on chart paper.
7. Introduce students to the film *Waging a Living* and explain that they are going to view two excerpts. This step will probably begin during one class period and end in the second. There are four people featured in this documentary and any could be shown. In viewing it Barbara Brooks and Jerry Longoria’s stories offering interesting and diverse perspectives.

***With 10 minutes left on Day One stop the class to go over Homework***

**Homework Day One**

Introduce *Nickel and Dimed* by giving a very short overview of the book, its organization and a timetable for completion. Have student read the introduction for the next class and hand in a written response to the following question:

Near the end of the introduction to *Nickel and Dimed*, the author discusses how her experience is different than “real” low wage workers. How do you think her experience will be different and why is this important enough to mention in the introduction of the book?

**Lesson Day 2 and 3:**

1. Finish the film *Waging a Living* and have students offer their thoughts and reactions.
2. Have a short discussion based on guided questions.
3. Have students compare Longoria’s hourly wage ($12/hr down to $10/hr) with the wage estimates they made during the last class, #6 from above.
4. Discuss if the class thinks they need to be revised and why.
5. Have students compare their wage estimates (#6 from above and the revisions) with Massachusetts’ $8 hour minimum wage.
6. Review with students a brief history of FDR’s New Deal, which guaranteed minimum wage and discuss the Fair Labor Relations Act.
7. Lead a brief discussion, based on the film, as to whether the current minimum wage meets its intended goal of helping workers avoid poverty. Also, discuss who benefits by keeping the minimum wage low.
8. Introduce the concept “living wage” and have them brainstorm the differences from minimum wage.
9. Brainstorm a list of items that would need to be factored into determining a “living wage.”
10. Work in groups and fill out the “Calculating a living wage sheet.” This section could also be done as an individual homework assignment depending on time issues.
11. After students calculate their living wage, go on line to the Poverty in America, Living wage calculator and do several examples.
12. Ask for students’ reactions, comments, any surprises.

**ASSESSMENT:**

*Homework Day 2/3*

Have students fill in a Venn Diagram comparing Living Wage and Minimum Wage.
Read the “Serving in Florida” section of *Nickel and Dimed*.

**CLOSURE:**

End this lesson with a lead into the next lesson on jobs, value of a degree, qualifications for jobs etc. Hand out Venn diagram homework assignment.
LESSON PLAN: Value of a Degree

DESCRIPTION: Through practicing the skill of skimming a document for specific information, students will learn why education is important in getting a job. They will also analyze charts and want ads to learn what the value of different education degrees are and what credentials possible jobs they are interested in require.

LESSON OBJECTIVES:

After successfully completing this activity, students will be able to:

- Discuss the challenges faced in the “Serving in Florida” section of *Nickel and Dimed*
- Skim reading material for specific information
- Read charts for information on the value of a degree and use that information to figure out weekly, monthly, and annual salaries
- Read want ads and figure out the salaries and educational degrees associated with the job
- Identify ways in which an education equalizes workplace inequalities

CORE STUDENT SUCCESS SKILLS:

<table>
<thead>
<tr>
<th></th>
<th>Critical Thinking: knowledge, integration, reasoning, problem solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>Organization: time management, note taking, test taking, study skills</td>
</tr>
<tr>
<td></td>
<td>Collaboration: community activities, service, group exploration</td>
</tr>
<tr>
<td>x</td>
<td>Self-assessment: academic and career goal setting, self advocacy</td>
</tr>
<tr>
<td>x</td>
<td>Communication: oral, written, technological, and information literacy</td>
</tr>
</tbody>
</table>
COURSE OUTCOMES ADDRESSED:

- Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial
- Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work
- Analyze how social and demographic changes influence family life and work decisions
- Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals
- Demonstrate student success strategies which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking
- Evaluate the role of motivation, temperament, and life span development theories in the workplace

PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:

Students should have read the “Serving in Florida” section of *Nickel and Dimed*

TIME ALLOCATED: 2-3 Class periods

MATERIALS/EQUIPMENT/HANDOUTS:

- Serving in Florida questions
- Copies of pages 124-130 in Sociology of Work and Occupations
- Highlighters and Calculators (students should bring in their own but have a few extra of each)
- Copies of *What is a Degree Worth?* Chart and *Percent Change* in median hourly wage by education level charts
- Sample want ad templates
- Want ad homework

PROCEDURES:

Opening:

1. In pairs discuss the following questions from *Nickel and Dimed.*
2. List three challenges the author faces when trying to find a job in Florida? Are the want ads helpful in the search?
3. Who are the people the author is working with? How do they live? Why does Ehrenreich’s life start to deteriorate after a decent beginning?
4. Bring the class together and briefly discuss the questions leading to the idea that all the workers had the common thread of lack of higher education.

Lesson: Days 1-3.

1. Handout copies of pages 124-130 in Sociology of Work and Occupations and introduce the importance of skimming reading material for specific information and why it is an important study skill.
2. Model how to skim with paragraph 1 from handout. Make sure everyone has a highlighter.
3. Students should skim the rest of the document highlighting information that addresses why education is important in getting a job.
4. Generate a class list based on the information generated from the students and make sure they stick to the topic of why education is important to getting a job.
5. Discuss the concepts of human capital and schooling as an investment.
6. Discuss the perception that having an education demonstrates the ability to stick things out, follow orders, and persevere.
7. Discuss the idea that college degrees are used as a filtering device and the more students attain college degrees the more employers will seek out higher levels of education.
8. Handout the two charts: What is a Degree Worth and Percent Change in median hourly wage by education level 1979-2009.
9. Discuss how to read the two different charts, ask examples based on the charts and ask for their initial thoughts.
10. Using calculators, have students use the 4.2-multiplier factor to figure out monthly and yearly salaries.
11. Relate these figures to the living wage concepts from the earlier lesson.
12. Hand out four or five sample want ads with salary ranges included. With that information cross-reference for what levels of education are required for the particular job. For example – Third grade teacher wanted in Billerica, starting salary $30,000- $37,000, bachelors degree required, master’s degree preferred.
13. Explain how to read the sample want ads and the process I used for generating that information.
14. Found five jobs on Craigslist that interested you.
15. Search the job title and salary range to obtain a viable salary range.
16. Make sure that the education required was listed and if not, search job title and education degree required in order to get the necessary information.
Homework:

Throughout the entire week students should be reading “Scrubbing in Maine” from *Nickel and Dimed*. After the lesson is complete, students should do the following:

Find three jobs that sound interesting on Craigslist or another job search engine. Print them and answer the following questions:

- What is the weekly, monthly, and annual salary of the job?
- What is the education level needed to get the job?
- Based on the lesson on living wages, would you be able to make a living wage on this salary?

In preparation for Analytical Essay that involves compare/contrast, students will write reflection journal in which they explore the differences between Ehrenreich’s real life career and her characters work lives in the text.

**ASSESSMENT:**

- Review responses to the “Serving in Florida” questions
- Review job search sheet for understanding on how to figure out salary levels and the relation to living wages
- Reflection journal
- Analytical essay

**CLOSURE:**

End the lesson by bringing up the topic of service –what is it? Why do people do community service? Why is it necessary for society? Brainstorm what community services students have given and received.
LESSON PLAN: Compare and Contrast Essay - In the Garden of Papa Santuzzu and Nickel and Dimed

DESCRIPTION:
Students will read an excerpt from a chapter in the novel In the Garden of Papa Santuzzu by Tony Ardizzone. The chapter is based on a historical local event – the Bread and Roses Strike in Lawrence, MA during 1912. Students will analyze the features of the narrative that make it compelling and learn how to incorporate such features into their own writing. They will also connect the ideas expressed in the narrative with concepts in Explorations of Work, Income, and Identity. They will write a compare and contrast essay on the two narratives, In the Garden of Papa Santuzzu and Nickel and Dimed, properly incorporating quotes and information from both selections into their essay.

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:

- Identify audience and how the writer shapes the narration for his or her audience
- Identify parallels between this selection and what they have learned in Explorations in terms of labor unions and inequality in work and wages; make connections with Nickel and Dimed in terms of how America’s present and past are related
- Write a COMPARE AND CONTRAST essay focusing on the similarities between injustices of the present and past for low wage workers in America-- consider the options low wage workers have to improve their life situations (ex. education)

CORE STUDENT SUCCESS SKILLS:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>**X</td>
<td>Critical Thinking: knowledge, integration, reasoning, problem solving</td>
</tr>
<tr>
<td>**X</td>
<td>Organization: time management, note taking, test taking, study skills</td>
</tr>
<tr>
<td>**X</td>
<td>Collaboration: community activities, service, group exploration</td>
</tr>
<tr>
<td>**X</td>
<td>Self-assessment: academic and career goal setting, self advocacy</td>
</tr>
<tr>
<td>**X</td>
<td>Communication: oral, written, technological, and information literacy</td>
</tr>
</tbody>
</table>
COURSE OUTCOMES ADDRESSED:

- Begin to write college-level communications using the writing process (which includes prewriting, drafting, editing, and publishing for an academic audience)
- Organize ideas and develop sentences and paragraphs that show coherent sequence of thought
- Support an arguable thesis with appropriate evidence
- Write unified and coherent essays of five or more paragraphs that follow a pattern of introduction with thesis, body paragraphs with transitions, topic sentences and supporting details, and a concluding paragraph
- Use standard written English, punctuation, mechanics and spelling
- Revise and proofread their own written work
- Write for various audiences and purposes
- Demonstrate developing comprehension and reflective reading skills
- Demonstrate developing critical reading skills for stated and implied meanings
- Evaluate and interpret textual material and begin to incorporate its content into their written work without plagiarizing

PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:

Students will have learned about labor unions in Explorations in Work, Income, and Identity; they will also have learned about inequality in work and wages

TIME ALLOTTED: Two weeks for the majority of the writing process

MATERIALS

- Excerpt from “Giufa’s Hole, Gaetanu Girgenti” from In the Garden of Papa Santuzzu by Tony Ardizzone
- Nickel and Dimed
- Copies of “Bread and Roses” webpage from http://www.fortunecity.com/tinpan/parton/2/breadrose.html including lyrics from “Bread and Roses” song/poem by James Oppenheim
- Handout: Quote Quest
- Questions for Writing and Discussion
PROCEDURES:

1. Students will read and annotate (“attack the text”) both In the Garden of Papa Santuzzu and the Bread and Roses handout.

2. Students will answer Questions for Writing and Discussion individually and in small groups. Also, they will discuss as a class.

3. Instructor will lead a class brainstorm of Lessons Learned/Themes Expessed:
   Possible list includes-
   
   *Life is often unfair to immigrants and low wage workers.*
   
   *Against injustice: United we stand (success), divided we fall (failure)*
   
   *Fight for what you deserve.*
   
   *Everything that shines is not gold*
   
   *Take action to make change; ally with those who believe what you believe and with perseverance, you will succeed.*
   
   *Success does not always come as easily as one may hope.*

4. Students will complete the Quote Quest on In the Garden of Papa Santuzzu and Nickel and Dimed.

5. Students will use prewriting activities (Quote Quest, Questions for Writing and Discussion) to create an outline.

6. Students will compose the first draft of a compare and contrast essay.

7. Students will do peer response in pairs and receive instructor feedback.

8. Students will compose second draft.

9. Students will do a round robin peer response/ receive instructor feedback.

10. Students will compose third draft/final essay.

11. Students will submit final draft and all process work.
EXTENSION AND REMEDIATION:

Students may decide to rewrite this essay for a higher grade or return to later in the semester for extensive revision as the Dramatic Revision essay.

ASSESSMENT:

The instructor will observe the level of discussion and participation by students. Students will submit final draft and all process work for points. Their essays will be graded using a rubric.
Handout: Questions for Discussion and Writing

THE STORY

- Describe the conditions in the mills and identify the final “last straw” that lead to the workers’ strike
- What serious acts of violence are committed against the strikers?
- What is life like for Gaetanu and Teresa in their home in Lawrence?
- Why do you think Gaetanu calls America a “cursed and magnificent” land?
- What are the circumstances in which Gaetanu secures himself a passage to “La Merica?”

THE AUTHOR’S STYLE AND LANGUAGE

- This narrative appeals to readers on an emotional level. How? Be specific. In other words, how does this selection move you?
- The narrative is filled with imagery and descriptive language. Cite an example of vivid language that you find powerful and explain why.

THE AUTHOR’S PURPOSE AND AUDIENCE

What do you think is the author’s purpose for writing this story? Why?

Re-read the beginning of the selection:

“Hold your heads high, children, when you get to New York City. That’s right, set straight your caps. Wipe your tears and snot. What we’re doing is no disgrace, at least not to you or your poor parents. It’s a disgrace to the bosses and owners – may they suffer forever in Hell – who starve and deform you. The worst thief is he who steals the playtime of children! Stand proud in New York City and tell them that! Shout to everyone who will listen that the strikers in Lawrence, Massachusetts, were so desperate that they were forced to send their children away. Tell everyone about the condition of the mills, the short pay, the high rents, the water hoses and clubs used by the police. Describe the hot tears in your mother’s eyes as she bid you good-by. Tell them your stories, my children, so you become alive inside their hearts, and so the workers here may be saved.”

Who is the audience of the speaker, Gaetanu, and how can you tell?

The Garden of Papa Santuzzu was published in 1999. Who do you think is the intended audience of the author, Tony Ardizzone, and why?
IDEAS, THEMES, CONCEPTS AND CONNECTIONS

• Do the workers in the mills make a living wage? Explain.
• What types of gender segregation and pay inequality exist in the narrative?
• What are specific examples of parallels between the workers in Lawrence in 1912 and low wage workers in *Nickel and Dimed*?
• What lessons do you believe the workers of Lawrence in 1912 could teach low wage workers today?
• Do you find this narrative to be a tale of hope or despair? How relevant is it to life in America/“La Merica” today?
Handout: Quote Quest

Throughout this excerpt from *In the Garden of Papa Santuzzu* by Tony Ardizzone, the mill workers of 1912 deal with many hardships and injustices. Low wage workers in *Nickel and Dimed* by Barbara Ehrenreich are living in present day America, but often must deal with many similar injustices.

Identify the quotes in both selections that parallel each other in terms of revealing similar struggles and injustices that low wage workers face. Put author’s name and page number (s) in parentheses after the quote, but before the final period.

Ex. (Ardizzone 24).

<table>
<thead>
<tr>
<th>In the Garden of Papa Santuzzu</th>
<th>Nickel and Dimed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quote 1:</td>
<td>Quote 1:</td>
</tr>
<tr>
<td>____________________________________</td>
<td>_____________________</td>
</tr>
<tr>
<td>____________________________________</td>
<td>_____________________</td>
</tr>
<tr>
<td>____________________________________</td>
<td>_____________________</td>
</tr>
<tr>
<td>____________________________________</td>
<td>_____________________</td>
</tr>
<tr>
<td>____________________________________</td>
<td>_____________________</td>
</tr>
<tr>
<td>____________________________________</td>
<td>_____________________</td>
</tr>
<tr>
<td>____________________________________</td>
<td>_____________________</td>
</tr>
<tr>
<td>____________________________________</td>
<td>_____________________</td>
</tr>
<tr>
<td>____________________________________</td>
<td>_____________________</td>
</tr>
<tr>
<td>____________________________________</td>
<td>_____________________</td>
</tr>
</tbody>
</table>

Ex. (Ardizzone 24).
<table>
<thead>
<tr>
<th>Explanation of Ardizzone quote:</th>
<th>Explanation of Ehrenreich:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explain how the above examples are evidence that low wage workers in America have faced similar struggles throughout history (past and present).

_____________________________________________________________________________________
_____________________________________________________________________________________
<table>
<thead>
<tr>
<th>In the Garden of Papa Santuzzu</th>
<th>Nickel and Dimed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quote 2:</strong></td>
<td><strong>Quote 2:</strong></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Explanation of Ardizzone quote:**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Explanation of Ehrenreich:**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Explain how the above examples are evidence that low wage workers in America have faced similar struggles throughout history (past and present).

<table>
<thead>
<tr>
<th>In the Garden of Papa Santuzzu</th>
<th>Nickel and Dimed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quote 3:</td>
<td>Quote 3:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Explain how the above examples are evidence that low wage workers in America have faced similar struggles throughout history (past and present).

<table>
<thead>
<tr>
<th>Explanation of Ardizzone quote:</th>
<th>Explanation of Ehrenreich:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON PLAN: Work-Family – Informational & Personal Interviews - Final Project

DESCRIPTION:

This assignment is designed to assist students in exploring the different issues identified and experiences families have regarding work-life balance by interviewing three generations of family members. Students will be introduced to the concept of “informational interviewing.”

LESSON OBJECTIVES:

After successfully completing this activity, students will be able to:

- Define the steps to take to conduct an informational interview
- Conduct and summarize an interview using guiding questions & note-taking strategies
- Discuss the similarities and differences among interviewees from different generations
- Relate information from interviews to course discussions and readings
- Present a summary of their experiences and reflections in both writing and orally

CORE STUDENT SUCCESS SKILLS:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Critical Thinking: knowledge, integration, reasoning, problem solving</td>
</tr>
<tr>
<td>X</td>
<td>Organization: time management, note taking, test taking, study skills</td>
</tr>
<tr>
<td></td>
<td>Collaboration: community activities, service, group exploration</td>
</tr>
<tr>
<td></td>
<td>Self-assessment: academic and career goal setting, self advocacy</td>
</tr>
<tr>
<td>X</td>
<td>Communication: oral, written, technological, and information literacy</td>
</tr>
</tbody>
</table>

COURSE OUTCOMES ADDRESSED:

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITE KNOWLEDGE/SKILLS ACTIVITIES:** After students have completed readings and lessons on Work-Family Balance issues

**TIME ALLOCATED:** 2 part: 30 minutes to introduce at the end of one class. Presentations and concluding discussions 1 – 2 class periods at the end of the semester

**MATERIALS/EQUIPMENT/HANDOUTS:**

- Informational Interview handout
- Intergenerational Interview Assignment Handout

**PROCEDURES:** (number steps)

Short lesson to set up the assignment:

1. Introduce the concept of informational interviewing.
2. Outline steps to conducting an interview on the board
   a. Identify the information you want
   b. Make a list of the people you know or might want to interview
   c. Set up the appointment
   d. Plan the agenda
   e. Be prepared and professional (what does this mean)
   f. Send a thank you
3. Review handouts on informational interviewing and discuss why informational interviewing is a tool used to network
4. Introduce assignment and make the transition between tips for informational interviewing and utilizing those same strategies for this assignment.
5. Assign each student to interview someone from the three listed generations of family members/friends. *Students may need to adjust the definitions below to accommodate for their age, but should interview three people from three different generations.
   
i. Generation 1 = grandparent(s), great aunt/great uncle, or family friend
   
   ii. Generation 2 = parents, aunt/uncle or family friends that would be peers of your parents
   
   iii. Generation 3 = sibling or young adult

6. Have students individually identify several people who meet the criteria for each generation and then narrow their choice to one person. The instructor should coach students in their selection in order to make sure that there is diversity and variety for the selected interviews.

7. Discuss how to interview the three people using the attached questions. (Open-ended questions, follow-up questions, professionalism, conversational tone)

8. Discuss note-taking strategies for interviewing. Recommend taping the interview or writing brief notes during interview, and then immediately writing expanded notes after the interview.

9. Write a summary for the interview using the questions as a guideline. Students should be reminded to change the interviewee’s name to maintain confidentiality.

Essay reflecting on the 3 interviews:

1. Have the students write an essay containing their reflections on the information gained from the interviews.
   
   • What did you learn from the interviews?
   
   • Were there common elements among the interviewees? Were there differences?
   
   • How were the interviewees’ experiences or plans consistent or inconsistent with the information presented in class or through course readings?

Presentations:

Have the students present a summary of their observations to the class. Distribute the Oral Communication Rubric to each student to assess each other’s presentation skills. *Hopefully students will be familiar with this rubric. It was used a few times periodically as a guide to assessment in the earlier weeks of the course.

https://www.middlesex.mass.edu/strategicplanning/islorubric.asp
Class Discussion:

2. Separate the class into small groups. On newsprint, have them respond to the following prompts:
   - Similarities: Were there common elements among the interviewees?
   - Differences: What were the differences?
   - Noteworthy Observations: How did an interviewee’s generation impact their experiences? Do you think gender had an influence? Did the type of work have an influence on issues of life-work balance?

Students should then report out their findings as a group. The class can then discuss whether or not they see any patterns when analyzing across generations.

CLOSURE:

EXTENSION AND REMEDIATION:

The next assignment could include having the students do a traditional informational interview with a person in a career that they might want to pursue. Students would need to write questions appropriate for an informational interview and can search a variety of websites for suggested questions. This would work well after students have built the foundation of participating in some form of career assessment and after the intergenerational interview with someone who is likely known to them.

ASSESSMENT:

The instructor will observe the level of discussion and participation by students.
Handout: Work – Family Balance Interview Project

1. Identify a person to interview in the generational group as indicated below:
   ___Generation 1 = grandparent (s), great aunt/great uncle, or family friend
   ___Generation 2 = parents, aunt/uncle or family friends that would be peers of your parents
   ___Generation 3 = sibling or young adult

2. Invite them (separately) to participate in an informal interview for your class project. Assure the person that the interview will remain confidential.
3. Conduct the interview using the following questions listed below as a guide.
4. Write a brief summary of the interview. State the question and then summarize the response. Change the interviewee’s name to maintain confidentiality.
5. Write a final paragraph reflecting on the content of the interview and your observations about the interviewee’s experience as it relates to issues raised in class.

Work – Family Balance: Intergenerational Interview Questions:

- When did you start thinking about a career?
- What information did you use to make that decision? What were your reasons for starting work or a career?
- What education or work-related training or preparation did you obtain?
- What were the reasons or opportunities that led to your job/career choices?
- Who were important career and/or non-career role models? How did others influence your choices/goals about family and work life? Did your father/mother influence you?
- What were the non-career events (e.g. family, relationship issues) that have affected how you have made career decisions or how you behaved in your career?
- What have been the consequences for some of these decisions?
- How do work experiences affect your family life? (How does work affect your parenting and your parenting affect your work?)
- Do you see any foreseeable changes in your future career or any future wishes for your career?

*Note: You can interview a full-time “stay at home” parent and consider this as a career choice.
Read the following articles:

**Informational Interviewing: The Neglected Job Search Tool**


**SHIFTING CAREERS: SMART THINKING AT WORK (NYTIMES.COM)**


<table>
<thead>
<tr>
<th>Ability</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly, purposefully and concisely communicate verbally</td>
<td>All verbal communication is clear, purposeful, and concise.</td>
<td>Most verbal communication is clear, purposeful, and concise.</td>
<td>Verbal communication minimally clear, purposeful, and concise.</td>
<td>Verbal communication completely lacking in clarity, purposefulness, and cohesiveness.</td>
</tr>
<tr>
<td>Use paraverbal (i.e., tone, cadence, volume, etc.) and non verbal (body language) communication accompanying verbal communication</td>
<td>Successfully uses appropriate paraverbal and non-verbal communication with verbal communication.</td>
<td>Adequately uses appropriate paraverbal and non-verbal communication with verbal communication.</td>
<td>Occasionally uses appropriate paraverbal and non-verbal communication with verbal communication.</td>
<td>Does not use appropriate paraverbal and non-verbal communication with verbal communication.</td>
</tr>
<tr>
<td>Construct logical and coherent arguments</td>
<td>Successfully constructs logical and coherent arguments</td>
<td>Adequately constructs logical and coherent arguments</td>
<td>Occasionally constructs logical and coherent arguments</td>
<td>Does not construct logical and coherent arguments</td>
</tr>
<tr>
<td>Ask effective questions and answers questions effectively</td>
<td>Successfully able to ask effective questions and answer questions effectively.</td>
<td>Adequately able to ask effective questions and answer questions effectively.</td>
<td>Occasionally able to ask effective questions and answer questions effectively.</td>
<td>Does not ask effective questions and does not answer questions effectively.</td>
</tr>
<tr>
<td>Manage public speaking anxiety</td>
<td>Successfully manages public speaking anxiety</td>
<td>Adequately manages public speaking anxiety</td>
<td>Minimal management of public speaking anxiety</td>
<td>Does not manage public speaking anxiety.</td>
</tr>
<tr>
<td>Avoid use of vocal segregates (um, ah, err, like..)</td>
<td>Never uses vocal segregates.</td>
<td>Rarely uses vocal segregates.</td>
<td>Occasionally uses vocal segregates.</td>
<td>Frequent use of vocal segregates.</td>
</tr>
</tbody>
</table>
Appendix: Sample Syllabi

Sample Syllabus I for LIC 115

<table>
<thead>
<tr>
<th>Course</th>
<th>ENG 071</th>
<th>SOC 102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Nicholas Triantafyllos Papas</td>
<td>Shelli DeMarkles</td>
</tr>
<tr>
<td>Instructor Email</td>
<td><a href="mailto:PapasN@Middlesex.Mass.Edu">PapasN@Middlesex.Mass.Edu</a></td>
<td><a href="mailto:DeMarklesS@Middlesex.Mass.Edu">DeMarklesS@Middlesex.Mass.Edu</a></td>
</tr>
<tr>
<td>Where</td>
<td>Pollard 403</td>
<td>Pollard 403</td>
</tr>
<tr>
<td>When</td>
<td>Tuesday and Thursday 9:00-10:15</td>
<td>Tuesday and Thursday 10:30-11:45</td>
</tr>
</tbody>
</table>

Course Description

This interdisciplinary course focuses on how the study of work can help students navigate their academic, personal, and professional lives. Through the study of personal narrative and psychological and cultural influences, students will critically examines topics such as types of work, inequality in work and wages, work and the family and the changing workplace. This course is hands-on and stresses learning by doing, self-reflection, integrating study skills, and learning strategies, and utilizes college resources as a way to enhance student success.

Prerequisites: Placement above or successful completion of ENG 055 and ENG 065. Concurrent enrollment in ENG 071 and/or ENG 060 is encouraged, if reading score is between 55-67 on placement test.

Required Texts

- *This I Believe II*, by Jay Allison and Dan Gediman (Editors), (Holt) ISBN: 0805090894

Course Goals

After finishing this course, students will be able to:

(SOC 102)

- Describe different industries, future trends, and types of work, for example industrial, service, labor, professional, and managerial
- Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work
- Analyze how social and demographic changes influence family life and work decisions
- Evaluate the role of motivation, temperament, and life span development theories in the workplace
- Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals
- Demonstrate student success strategies which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking

(ENG 071)

- Begin to write college-level communications using the writing process (which includes prewriting, drafting, editing, and publishing for an academic audience)
- Organize ideas and develop sentences and paragraphs that show coherent sequence of thought
- Support an arguable thesis with appropriate evidence
- Write unified and coherent essays of five or more paragraphs that follow a pattern of introduction with thesis, body paragraphs with transitions, topic sentences and supporting details, and a concluding paragraph
- Use standard written English, punctuation, mechanics and spelling
- Revise and proofread their own written work
- Write for various audiences and purposes
- Demonstrate developing comprehension and reflective reading skills
- Demonstrate developing critical reading skills for stated and implied meanings
- Evaluate and interpret textual material and begin to incorporate its content into their written work without plagiarizing
Strategies for Success

This course was designed as part of the Title III grant, Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement. The course materials will focus on key skills of Organization, Self-Assessment, Collaboration, Communication, and Critical Thinking. As students in the pilot version of this course, you will have an opportunity to think more explicitly about these skills, to apply them to course concepts, and then to demonstrate how you have improved in these skills by the end of the semester. Operational definitions for each term are listed below:

ORGANIZATION
Organization involves a variety of related abilities. These include the ability to systematically relate areas of content to each other, the ability to take an overarching piece of information and to present concepts in a logical manner, and the ability to come up with an outline to show how concepts relate to one another. It may also include the ability to read and follow the syllabus, time management, and the use of effective study skills.

SELF-ASSESSMENT
Self-Assessment encompasses several student abilities. First, it is the ability to apply psychological course concepts experientially to better understand themselves and others. Second, it is the ability to examine how relevant theories apply to real life. Finally, it involves the ability to assess oneself to gain insight into how one learns plans, makes decisions, and studies.

COLLABORATION
Collaboration rests on the skills necessary for students to work together in group activities and projects. This includes direct skills such as dividing tasks into parts, collecting and sharing information, and making group decisions. It also includes skills related to the processes for learning in community with others such as learning to appreciate differences, negotiating, compromising, and reaching consensus.

COMMUNICATION
Communication entails the ability of students to explain ideas related to what they are learning in clear oral or written forms. Such information may be presented individually or in groups. Skills may include the ability to break content down into smaller pieces, organizing and summarizing information, and demonstrating informational, technological, and quantitative literacy.
CRITICAL THINKING

Critical Thinking involves a variety of means for integrating knowledge, using reasoning and solving problems. At its “Developing” Level (Application) it requires that students identify and use relevant information to reach conclusions consistent with evidence presented. At more “Proficient” and “Advanced” Levels it requires that students compare and contrast differing views, analyze and evaluate information logically, and make inferences based on testable hypotheses.

Things to Bring to Class

- Textbooks
- Pen or Pencil
- Any assignment due
- Notebook for notes
- Folder for handouts

Teaching Procedures

In-class instruction will consist of a mixture of lecture, whole-class discussion, and small-group activities. Each student is required to take part in class activities and discussions. You should come to every class prepared to talk, write, and read. Remember: it’s what you put into it.

Major Assignments

LA = Linked Assignments

BW = Basic Writing Only

SOC = Sociology Only

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment Name</th>
<th>Due Date</th>
<th>Late Due Date*</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA</td>
<td>Descriptive Essay</td>
<td>9/27</td>
<td>10/4</td>
</tr>
<tr>
<td>SOC</td>
<td>Unit One Exam**</td>
<td>9/29</td>
<td>NA</td>
</tr>
<tr>
<td>LA</td>
<td>Narrative Essay</td>
<td>10/18</td>
<td>10/25</td>
</tr>
<tr>
<td>BW</td>
<td>BW Mid-course exam</td>
<td>10/27</td>
<td>NA</td>
</tr>
<tr>
<td>BW</td>
<td>In-class Essay 1</td>
<td>11/3</td>
<td>NA</td>
</tr>
<tr>
<td>LA</td>
<td>Analytical Essay (Compare &amp; Contrast)</td>
<td>11/15</td>
<td>11/22</td>
</tr>
<tr>
<td>BW</td>
<td>In-class Essay 2</td>
<td>11/22</td>
<td>NA</td>
</tr>
<tr>
<td>LA</td>
<td>Final Project and Presentation</td>
<td>Week 15</td>
<td>NA</td>
</tr>
<tr>
<td>SOC</td>
<td>SOC Final Exam</td>
<td>Exam period</td>
<td>NA</td>
</tr>
<tr>
<td>-----</td>
<td>----------------</td>
<td>-------------</td>
<td>----</td>
</tr>
<tr>
<td>BW</td>
<td>BW Final Exam</td>
<td>Exam period</td>
<td>NA</td>
</tr>
</tbody>
</table>

*Work handed in after the DUE DATE but by the LATE DUE DATE will be penalized 10\% (i.e. a 90 would become an 81; an 80, a 72, etc.). No work will be accepted after its LATE DUE DATE.

**Exams and in-class essays cannot be made-up. Exceptions may be made for documented illness or emergency.

++Dates are subject to change
Grading Criteria:
Attendance, Class Participation, Group Work

It is important that you attend and be on time for every class. Occasionally, circumstances arise (illness, personal matters, etc.) which warrant your absence. You may miss two classes with no penalty. If you miss more than two classes, you will lose some or all of your 10% participation points. If you miss more than four classes (two weeks), I will likely ask you to withdraw from the course or you will receive an F for a final grade. Two late arrivals or early departures will count as one absence. If you are absent, please make arrangements to meet with me during my office hours to make up what you missed and don’t expect to do it before, during, or after class.

Participation means having thoughtfully read the assigned material, being present and engaged in the discussion by both speaking and listening, and working in small groups. Collaborating with your classmates helps prepare you for the real world or work, which often requires a “team approach” to solve a problem or complete a project. In small groups, leaders emerge, strengths are accentuated, and ideas are shared. Please be prepared to take on a variety of roles in your small groups, including facilitating, recording answers, and presenting findings to the larger class.

ESSAYS

For each essay there is a DUE DATE and a LATE DUE DATE. Essays are due at the beginning of class on date listed. Essays that are turned in after the DUE DATE but by the LATE DUE DATE will be penalized 10%. No essay will be accepted after its LATE DUE DATE.

DOUBLE SUBMISSION: For each essay you will need to give me a hard copy at the beginning of class on the date due, and email me a copy by the end of that day.

ESSAY FORMAT:

- 12-point Times New Roman font
- Double-spaced
- Running head in top right corner with your last name and page number

Cover page that includes:

- interesting title
• your name
• course (LIC 115)
• assignment name
• due date
• word count

**Mission Statement:** for every paper you will do for this class, you will need to include a mission statement on the cover page. We talk more about this in class, but it is basically your goal(s) for the paper. In many cases, the content of the mission statement will be similar to that of your thesis statement.

Rewriting: If you hand an essay in on time and receive a minimum grade of C-, you will be allowed to resubmit it, provided that you: 1.) submit, and have approved, a revision plan prior to revising, 2.) highlight any changes from the original essay, and 3.) include the revision plan, original graded essay, and new, improved essay (with highlights) as one packet by the date agreed upon. The grade you earn on the revised essay replaces the original grade.

**BW Journals**

Students will write five journal entries per week. These entries will pertain to the reading and will be used as a way to generate ideas for upcoming formal essays. An in-depth journal-writing guide will be given and discussed near the beginning of the semester.

**BW Exams**

There will be two exams. Each will be worth 10% of your grade.

**BW In-Class Essays**

There will be two in-class essays. Each will be worth 10% of your grade.

**SOC Weekly Homework and Reflection Assignments**

I will ask you to complete a number of different assignments over the course of the semester, including reading assignments, journal entries, question/answer handouts, and other activities. These assignments culminate into 20% of your course grade, so it’s in your best interest to do them with 100% effort. Anything you write to turn in for this course should be typed, double-spaced, and in 12” font.
SOC Exams

There will be a comprehensive exam after the first unit of the course and a final exam. The format for both exams will include short answer and long essay questions, multiple choice, fill in the blank, and true/false questions. A review sheet of topics and concepts will be issued prior to each exam.

Student Conduct and Cell Phones

I-Pods, Smart Phones etc. Hand held devices should be turned off before entering the classroom and not turned on again until after class and the student is outside the classroom. I may ask you to leave the class for that day if you are using one of these devices (this will result in an absence).

In fact, it may be beneficial to wean oneself off of constant connection to these devices. Researchers in universities across the country are finding that our constant engagement with these devices is having deleterious effects on our brains and our ability to remember and process information. In an article in the August 24, 2010 New York Times, Matt Richtel quotes a researcher as follows:

‘Almost certainly, downtime lets the brain go over experiences it’s had, solidify them and turn them into permanent long-term memories,’ said Loren Frank, assistant professor in the department of physiology at the [University, of San Francisco] where he specializes in learning and memory. He said he believed that when the brain was constantly stimulated, ‘you prevent this learning process.’

To read this and other articles in the series, Your Brain on Computers see: http://topics.nytimes.com/top/features/timestopics/series/your_brain_on_computers/index.html

“Middlesex Community College is committed to providing a collegiate atmosphere that is free of any conduct that could be considered harassing, abusive, disorderly, or disruptive. The college recognizes and will endeavor to protect the rights of all students, faculty and staff members to be treated with respect, courtesy, and tact.” Middlesex Student Handbook

As a courtesy to everyone, eating is not allowed during class. In addition, please refrain from bringing any open food containers to class.
PLAGIARISM is a serious offense. If plagiarism is deemed accidental, student may receive an F for that paper. If plagiarism is deemed intentional, student may receive an F for the course. As in law, ignorance is not an excuse. We will discuss plagiarism in class, but ultimately it is the student’s responsibility to abide by all academic standards.

NOTE: Turning in writing that you completed for another course is also considered plagiarism. In general, I believe it is beneficial for students to further develop and improve past writing. Therefore, if you are considering using any part of a piece of writing you have turned in previously for an essay in this class, you MUST set up a meeting with me to discuss how you will use the previous writing. You must bring the previous piece of writing to the meeting.

Academic Support / Tutoring Services

Lowell City Campus – 406B

- Writing Center phone number: 978-656-3365
- MCC Academic Support/Tutoring Centers offer individual and group tutoring on the Bedford and Lowell campuses.
- The Centers are staffed by professional and peer tutors.
- Tutoring is available for most subjects taught at MCC.
- Tutoring Centers are open for walk-in sessions and by appointment, Monday-Saturday.
- Tutoring is also available on select evenings, and by appointment.
- Online tutoring is available, 24/7 through the Academic Support website, [www.middlesex.mass.edu/tutoringservices](http://www.middlesex.mass.edu/tutoringservices) or at etutoring.org
- Tutoring is a FREE service for all MCC students.

Disability Support Services:

Students with documented disabilities who believe that they may need accommodations(s) in this class are encouraged to contact Disability Support Services in order to ensure that such accommodations are accomplished in a timely manner.

Bedford Campus – Building 9 (Enrollment Center), 2nd floor
TRIO Student Success Program

Middlesex students who are either low income, first generation to college or individuals with disabilities may be eligible for the Student Success Program: a support program providing academic support; career, financial aid, academic, personal, and transfer advising; tours of four year institutions, and cultural field trips. Eligible students are encouraged to apply.

Lowell Campus- City Campus Building, Room 106  (978) 656-3384

Bedford Campus –Building 9 (Enrollment Center

(781) 280-3630 (on-campus x3630)

Lowell Campus – City Campus Building, 3rd floor

(978) 656-3258 (on-campus x3258)
# Work Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Writing</th>
<th>Sociology</th>
<th>Reading / HW</th>
<th>Major Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Writing Process Procrastination Details</td>
<td>Course overview Ice-breakers and team-building</td>
<td>9/8 HW: Purchase texts, read syllabus, complete Learning Styles Inventory</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Writing</th>
<th>Sociology</th>
<th>Reading / HW</th>
<th>Major Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thesis Punctuation Responding to Criticism</td>
<td>Values inventory/auction Learning Styles Reading for college Descriptive Essay Note-taking skills</td>
<td>9/13 HW: Complete Values Inventory 9/15 HW: Reflection writing on learning styles and values, Read “Motivation” handout</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Writing</th>
<th>Sociology</th>
<th>Reading / HW</th>
<th>Major Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ladder of Abstraction Character Traits</td>
<td>True Colors workshop Theories of motivation</td>
<td>9/20 HW: Read pages 158-160, 194-196, and 212-214 in This I Believe (TIB) 9/22 HW: Reflection writing on motivation and color</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Writing</th>
<th>Sociology</th>
<th>Reading / HW</th>
<th>Major Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dialog Story Engine Verbs (Active Voice &amp; Tense Consistency)</td>
<td>Types of work Presentation skills Test-taking strategies</td>
<td>9/27 HW: Reflection writing on career clusters 9/29 HW: Being review for test</td>
<td>Descriptive Essay Exam (SOC)</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Assignment Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Other Narrative Techniques</td>
<td>Middle class and living wage&lt;br&gt;10/4 HW: Review for test and begin prewriting for narrative essay&lt;br&gt;10/6 Unit One Exam HW: Read Intro to Nickel and Dimed (NAD), draft narrative essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Revision Techniques</td>
<td>Value of a degree&lt;br&gt;10/11 HW: Reflection writing on NAD discussion question HW: Complete Venn Diagram and read “Serving in Florida”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Commonly Confused Words</td>
<td>Service project&lt;br&gt;10/18 HW: Read “Scrubbing in Maine”&lt;br&gt;10/20 No classes-Prof Day HW: Reflection writing on top choices for a class service project, finish “Scrubbing”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Run-ons Fragments</td>
<td>Gender and race in the workplace&lt;br&gt;Pay inequality&lt;br&gt;Political cartoons&lt;br&gt;10/25 HW: Read pages 29-31, 47-49, and 206-208, TIB&lt;br&gt;10/27 HW:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Assignment</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td>Transitions Analytical Writing</td>
<td>Goal setting Professionalism Educational planning with Degreeworks</td>
<td>Begin prewriting for analytical essay, Quick write on gender questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11/1 HW: Draft Analytical Essay</td>
<td>In-class essay 1 (BW)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11/3 HW: Write two sample goals, revise Analytical Essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td><strong>Week 10</strong></td>
<td>Parallel Structure Presentation Skills</td>
<td>Work-life balance Informational interviewing Intro to Final Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11/8 HW: Watch Video</td>
<td>11/10 HW: Reflection writing on professionalism of one character from NID</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subject-verb agreement</td>
<td>Career services with Focus 2</td>
<td>11/15 HW: Read pg 236-238 TIB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11/17 HW: Watch video and answer discussion questions, work on interviews</td>
<td>11/17 HW: Watch video and answer discussion questions, work on interviews</td>
<td></td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td>Intro to writing from research</td>
<td>Discussion of first interview assessment</td>
<td>11/22 HW: conduct one informational interview</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11/24 No class-T.giving</td>
<td>In-class essay 2 (BW)</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Intro to writing from research</td>
<td>Future of work</td>
<td>11/29 One Informational Interview Completed HW: Complete other two interviews and prepare outline for individual conference 12/1 HW: Complete other two interviews and prepare outline for individual conference</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------</td>
<td>----------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Intro to writing from research</td>
<td>Conferences</td>
<td>12/6 All Three Informational Interviews Due HW: Reflection Writing on interviews and work on presentation 12/8 HW: Finalize presentation Intro to writing from research</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td></td>
<td></td>
<td>12/13 HW: Finalize presentation 12/15 HW: Study for final exam Final Project Presentation Final Project Paper</td>
<td></td>
</tr>
</tbody>
</table>

Final Exam Date: 12/20, 10:30am-12:20pm
Sample Syllabus II for LIC 115

<table>
<thead>
<tr>
<th>Course</th>
<th>ENG 071</th>
<th>SOC 102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Katherine DiMarca</td>
<td>Cynthia Lynch</td>
</tr>
<tr>
<td>Instructor Email</td>
<td><a href="mailto:dimarcak@middlesex.mass.edu">dimarcak@middlesex.mass.edu</a></td>
<td><a href="mailto:lynchc@middlesex.mass.edu">lynchc@middlesex.mass.edu</a></td>
</tr>
<tr>
<td>Where</td>
<td>Henderson 112 - Weds/Fri AR 108 – Mondays</td>
<td>Henderson 112 – Mon/Weds/Fri</td>
</tr>
<tr>
<td>When</td>
<td>MWF 9:30-10:20</td>
<td>MWF 10:30-11:20</td>
</tr>
<tr>
<td>OFFICE HOURS</td>
<td>MW 10:30-12 and by appointment</td>
<td>W 11:30-12:30 and by appointment</td>
</tr>
</tbody>
</table>

Course Description

This interdisciplinary course focuses on how the study of work can help students navigate their academic, personal, and professional lives. Through the study of personal narrative and psychological and cultural influences, students will critically examine topics such as types of work, inequality in work and wages, work and the family and the changing workplace. This course is hands-on and stresses learning by doing, self-reflection, integrating study skills, and learning strategies, and utilizes college resources as a way to enhance student success.

Prerequisites: Placement above or successful completion of ENG 055 and ENG 065. Concurrent enrollment in ENG 071 and/or ENG 060, if reading score is between 55-67.

Required Texts

1. Real Writing with Readings, 5e by Susan Anker (Bedford/St. Martin’s)
2. WRITING CLASS online (www.yourwritingclass.com)
3. This I Believe II by Jay Allison and Dan Gediman (Editors), (Holt) ISBN: 0805090894
5. True Colors Program Kit – Available at MCC Book Store
Course Goals

After finishing this course, students will be able to:

(SOC 102)

- Describe different industries, future trends, and types of work, for example industrial, service, labor, professional, and managerial
- Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work
- Analyze how social and demographic changes influence family life and work decisions
- Evaluate the role of motivation, temperament, and life span development theories in the workplace
- Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals
- Demonstrate student success strategies which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking

(ENG 071)

- Begin to write college-level communications using the writing process (which includes prewriting, drafting, editing, and publishing for an academic audience)
- Organize ideas and develop sentences and paragraphs that show coherent sequence of thought
- Support an arguable thesis with appropriate evidence
- Write unified and coherent essays of five or more paragraphs that follow a pattern of introduction with thesis, body paragraphs with transitions, topic sentences and supporting details, and a concluding paragraph
- Use standard written English, punctuation, mechanics and spelling
- Revise and proofread their own written work
- Write for various audiences and purposes
- Demonstrate developing comprehension and reflective reading skills
- Demonstrate developing critical reading skills for stated and implied meanings
- Evaluate and interpret textual material and begin to incorporate its content into their written work without plagiarizing

Strategies for Success
This course was designed as part of the Title III grant, Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement. The course materials will focus on key skills of Organization, Self-Assessment, Collaboration, Communication, and Critical Thinking. As students in the pilot version of this course, you will have an opportunity to think more explicitly about these skills, to apply them to course concepts, and then to demonstrate how you have improved in these skills by the end of the semester.

Operational definitions for each term are listed below:

**ORGANIZATION**

Organization involves a variety of related abilities. These include the ability to systematically relate areas of content to each other, the ability to take an overarching piece of information and to present concepts in a logical manner, and the ability to come up with an outline to show how concepts relate to one another. It may also include the ability to read and follow the syllabus, time management, and the use of effective study skills.

**SELF-ASSESSMENT**

Self-Assessment encompasses several student abilities. First, it is the ability to apply psychological course concepts experientially to better understand themselves and others. Second, it is the ability to examine how relevant theories apply to real life. Finally, it involves the ability to assess oneself to gain insight into how one learns plans, makes decisions, and studies.

**COLLABORATION**

Collaboration rests on the skills necessary for students to work together in group activities and projects. This includes direct skills such as dividing tasks into parts, collecting and sharing information, and making group decisions. It also includes skills related to the processes for learning in community with others such as learning to appreciate differences, negotiating, compromising, and reaching consensus.

**COMMUNICATION**

Communication entails the ability of students to explain ideas related to what they are learning in clear oral or written forms. Such information may be presented individually or in
groups. Skills may include the ability to break content down into smaller pieces, organizing and summarizing information, and demonstrating informational, technological, and quantitative literacy.

**CRITICAL THINKING**

Critical Thinking involves a variety of means for integrating knowledge, using reasoning and solving problems. At its “Developing” Level (Application) it requires that students identify and use relevant information to reach conclusions consistent with evidence presented. At more “Proficient” and “Advanced” Levels it requires that students compare and contrast differing views, analyze and evaluate information logically, and make inferences based on testable hypotheses.

**Things to Bring to Class**

- Textbooks
- Pen or Pencil
- Highlighter
- Notebook for Notes
- 8.5x11 inch notebook for journal in Basic Writing
- Folder for handouts in Basic Writing/Folder for handouts in Sociology
- USB flashdrive on Mondays (computer lab) in Basic Writing

**Teaching Procedures:**
In-class instruction will consist of a mixture of lecture, whole-class discussion, and small-group activities. Each student is required to take part in class activities and discussions. You should come to every class prepared to talk, write, and read. Remember: it’s what you put into it.

**Major Assignments**

LA = Linked Assignments

BW = Basic Writing Only

SOC = Sociology Only

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment Name</th>
<th>Due Date</th>
<th>Late Due Date*</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA</td>
<td>Descriptive Essay</td>
<td>9/26 (Mon) Week 4</td>
<td>10/3</td>
</tr>
<tr>
<td>Subject</td>
<td>Assignment Description</td>
<td>Due Date</td>
<td>Week</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------</td>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>SOC</td>
<td>SOC Unit One Exam**</td>
<td>10/3 (Mon)</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 5</td>
<td></td>
</tr>
<tr>
<td>LA</td>
<td>Narrative Essay</td>
<td>10/14 (Fri)</td>
<td>10/21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 6</td>
<td></td>
</tr>
<tr>
<td>BW</td>
<td>BW In Class Writing Essay</td>
<td>10/21 (Fri)</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 7</td>
<td></td>
</tr>
<tr>
<td>BW</td>
<td>BW Music Essay</td>
<td>11/4 (Fri)</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 9</td>
<td></td>
</tr>
<tr>
<td>LA</td>
<td>Analytical Essay (Compare &amp; Contrast)</td>
<td>11/21 (Mon)</td>
<td>11/28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 12</td>
<td></td>
</tr>
<tr>
<td>BW</td>
<td>BW Dramatic Revision of an Essay</td>
<td>12/5 (Mon)</td>
<td>12/12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 14</td>
<td></td>
</tr>
<tr>
<td>LA</td>
<td>Final Project and Presentation</td>
<td>Week 15</td>
<td>NA</td>
</tr>
<tr>
<td>SOC</td>
<td>SOC Final Exam</td>
<td>Exam period</td>
<td>NA</td>
</tr>
<tr>
<td>BW</td>
<td>BW Final Portfolio Grade</td>
<td>Exam period</td>
<td>NA</td>
</tr>
</tbody>
</table>

*Late assignments will be accepted up to a week after the due date. However, an assignment turned in late will have a 2-point deduction per day from the final grade of the assignment. No work will be accepted after its LATE DUE DATE.

++Dates are subject to change
Grading Criteria: Basic Writing

JOURNALS 5%
ESSAYS (6) 50%
FINAL PROJECT 15%
PROCESS POINTS 15%
PORTFOLIO & PORTFOLIO REFLECTION ESSAY 10%
ONLINE EXERCISES ON WRITING CLASS 5%

Journals
You will write five (5) full journal pages due Monday of each week. You will be given assigned topics connected to the formal essays. You need to obtain a notebook with 8.5 by 11 inch paper to use as a journal. Journaling will enable you to make writing a habit, particularly if you journal at the same time each day. Journal writing will specifically help you explore your ideas as part of the prewriting process in writing formal essays on specific topics related to work, income and
identity. As you will also be required to read seven short This I Believe essays each week, you will have the option of responding to what you read in your journal entries.

**Online writing exercises**

There will be weekly online grammar and writing exercises and quizzes; login to www.yourwritingclass.com.

**Essays**

You will write several drafts of four different essays in the genres of description, narration, definition (music), and analysis (compare and contrast). You will also write one in-class essay, and one “dramatic revision” in which you return to an essay of your choice for extensive revision work. You will engage in a multi-step process for each of the major essays. All final drafts must be typed in correct format, revised, proofread, and self-edited.

For each essay (with the exception of the in-class essay) there is a DUE DATE and a LATE DUE DATE. Essays are due at the beginning of class on date listed. Essays that are turned in after the DUE DATE but by the LATE DUE DATE will be penalized 10%. No essay will be accepted after its LATE DUE DATE.

**ESSAY FORMAT:** 12-point Times New Roman font, double-spaced

Rewriting: If you hand an essay in on time and receive a minimum grade of C-, you will be allowed to resubmit it, provided that you: 1.) submit, and have approved, a revision plan prior to revising, 2.) highlight any changes from the original essay, and 3.) include the revision plan, original graded essay, and new, improved essay (with highlights) as one packet by the date agreed upon. The grade you earn on the revised essay replaces the original grade.

**Final Project and Presentation**

The final project will incorporate interviewing three generations of workers and connecting the interview findings to the Sociology course content from the entire semester. You will receive a Basic Writing grade for the writing component and for the oral presentation.

**Process points**

When you receive a writing assignment, you will engage in a multi-step process. **You will receive points for each step of the process.** This process includes the following steps:

- Prewriting Packet
- 1st Draft with penciled in edits
- Visit to Writing Center (Three visits with a tutor required)
- Peer Response Feedback
PORTFOLIO

Your formal essays and process work will be stored in your Portfolio. Your Portfolio grade will be based on the quality and quantity of your writing for the course. Missing essays and process work will lower your grade. Classroom attendance and lateness will also be factored into this portfolio grade.

The Portfolio Reflection Essay will be due at the end of the six weeks. You will reflect on how you have grown as a writer by examining and using excerpts from the writing assignments you completed and collected in your portfolio throughout the semester.

Sociology 102 Grading Criteria

Grading:

Your final grade for this course will be determined according to the following percentage system:

- Attendance, Class Participation, Group Work: 10%
- Weekly Homework, Classwork and Reflections: 20%
Overview of Class Assignments

The following is a brief summary of the course assignments. You will receive a more detailed description of each required written assignment in advance of its due date.

Class Participation:

Active participation in all areas of the course is expected. Elements of class participation on which students will be graded include: being on time for class, having necessary materials in hand, active involvement in small groups and class discussions, and demonstrations of cooperative spirit toward instructor and peers.

Weekly Homework, Classwork, and Reflection Assignments:

Students are responsible for weekly readings of text material, supplemental reading material, and the book, “Nickel and Dimed” by Barbara Ehrenreich. Written assignments will be assigned each week and will connect with the corresponding reading and one’s individual connections with the topic. Homework should be typed and stapled.

Personal Narrative and Descriptive Essays:

This essay will occur during and after unit one.

Unit One Exam:

The format of the exam will include objective questions, short answer and long essay questions.

Analytical Essay – Unit Two:

This essay will occur after unit two.

Final Project and Presentation:
The final project will incorporate interviewing three generations of workers and connecting the interview findings to the course content from the entire semester.

Final Exam

A comprehensive final will be given during the college’s scheduled final exam period. The format of the exam will include objective questions, short answer and long essay questions.

Late Assignments:

All assignments are expected on the due dates indicated on the attached weekly schedule in order to receive maximum possible credit.+++ Late Assignments will be accepted up to a week after the due date. However, an assignment turned in late will have a 2-point deduction per day from the final grade of the assignment. E-mailed work will only be accepted with my prior consent and will not be accepted when a student misses class, under most circumstances.

+++Dates on schedule are subject to change and changes will be announced in class.

Attendance and Participation:

Students are expected to attend all classes. In fact, your attendance indicates your willingness to learn. I take attendance regularly. You are expected to be on time for class and to attend the entire period. If you have to come in late, please come in quietly with as little noise as possible. If you absolutely have to miss a class, you are responsible for e-mailing me if you do not understand what you need to do before returning to class. When you miss class, you also miss a great deal of knowledge that you will not be able to make up just by reading the text or even borrowing notes. Therefore, you should realize that class attendance impacts your grade. After five missed class sessions, you will lose three points from your final grade for each additional absence. Three tardy classes will equal one class hour. I reserve the right to officially withdraw you from my course if you have missed seven classes.

Snow Policy:

In the event of severe weather, the college as a whole may close. College closings are posted on the MCC website or can be obtained via Internet, radio or television. A delayed opening means the College will open at 10 a.m. Classes scheduled to begin before 10 a.m. will not take place.
Classroom etiquette and Cell Phones

As instructors, we feel it is our responsibility to model and support a code of classroom conduct that emphasizes courtesy, respect, sensitivity to individual learning styles, and global awareness. To accomplish these goals, we ask students to observe the following guidelines:

1. Arrive for class on time and prepared; have your textbook, notebook, pens, and homework on hand.
2. Recognize that time limits may preclude everyone who wants to from speaking; avoid monopolizing discussions.
3. Give whoever is speaking your full attention.
4. Avoid distracting side conversations to insure that only one person speaks at a time.
5. Use active listening techniques: ask clarifying questions and offer constructive feedback when appropriate.
6. Maintain balanced, active involvement in workgroups and class discussions.
7. Respect diversity of opinion and experience; maintain an unbiased approach to individual and cultural differences.
8. Assume that you will learn as much from your peers as you will from your instructors.

IPods, Smart Phones etc. Hand held devices should be turned off before entering the classroom and not turned on again until after class and the student is outside the classroom. I may ask you to leave the class for that day if you are using one of these devices (this will result in an absence).

In fact, it may be beneficial to wean oneself off of constant connection to these devices. Researchers in universities across the country are finding that our constant engagement with these devices is having deleterious effects on our brains and our ability to remember and process information. In an article in the August 24, 2010 New York Times, Matt Richtel quotes a researcher as follows:

‘Almost certainly, downtime lets the brain go over experiences it’s had, solidify them and turn them into permanent long-term memories,’ said Loren Frank, assistant professor in the department of physiology at the [University, of San Francisco] where he specializes in learning and memory. He said he believed that when the brain was constantly stimulated, ‘you prevent this learning process.’

To read this and other articles in the series, Your Brain on Computers see: http://topics.nytimes.com/top/features/timestopics/series/your_brain_on_computers/index.html
Plagiarism

Plagiarism is a serious offense. Plagiarism is borrowing another writer’s language or ideas without proper acknowledgement. It is dishonest and unethical. Plagiarism includes but is not limited to failing to cite quotes or borrowed ideas, failing to enclose borrowed language with quotation marks and failing to put paraphrases or summaries in your own words. Plagiarism is a serious academic offense that can result in course failure and other college penalties. If you have any questions about this issue, please talk to me and I will give you additional information.

Academic Support / Tutoring Services

Bedford Campus – AR 214

Writing Center phone number: 781-280-3727

- MCC Academic Support/Tutoring Centers offer individual and group tutoring on the Bedford and Lowell campuses
- The Centers are staffed by professional and peer tutors
- Tutoring is available for most subjects taught at MCC
- Tutoring Centers are open for walk-in sessions and by appointment, Monday-Saturday
- Tutoring is also available on select evenings, and by appointment
- Online tutoring is available, 24/7 through the Academic Support website
- [www.middlesex.mass.edu/tutoringservices](http://www.middlesex.mass.edu/tutoringservices) or at etutoring.org

Tutoring is a FREE service for all MCC students.

Disability Support Services:

Students with documented disabilities who believe that they may need accommodations(s) in this class are encouraged to contact Disability Support Services in order to ensure that such accommodations are accomplished in a timely manner.

- Bedford Campus – Building 9 (Enrollment Center), 2nd floor
  (781) 280-3630 (on-campus x3630)
- Lowell Campus – City Campus Building, 3rd floor
  (978) 656-3258 (on-campus x3258)
**Trio Program**

Middlesex students who are either low income, first generation to college or individuals with disabilities may be eligible for the Student Success Program: a support program providing academic support; career, financial aid, academic, personal, and transfer advising; tours of four year institutions, and cultural field trips. Eligible students are encouraged to apply.

- Lowell Campus- City Campus Building, Room 106  (978) 656-3384
- Bedford Campus –Building 9 (Enrollment Center)

**Academic Alert Program**

This class participates in the Strategies for Success Academic Alert Program. The program is designed to promote student success through coordination and communication between students, instructors, advisors and support services. If I notice you are having difficulty in the course, I will send an e-mail message through your Middlesex account or through the Academic Alert program. A course requirement is that you check your Middlesex e-mail frequently and respond quickly if you receive an e-mail message through the Academic Alert program.
## Work Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Writing</th>
<th>Sociology</th>
<th>Reading / HW</th>
<th>Major Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Writing Process Organization/Time Management Details</td>
<td>Course overview Ice-breakers Time management</td>
<td>*Read five This I Believe essays each week</td>
<td>Purchase texts and true colors</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><em>Descriptive Essay</em> Five Paragraph Format Capitalization, Endmarks Responding to Criticism</td>
<td>Values inventory/auction Reading for college Descriptive Essay</td>
<td><em>Real Writing, 5e</em> Chapter 12 Description</td>
<td>Calendar Assignment Values Reflection</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Peer Response Revising Character Traits</td>
<td>Learning Styles Note-taking skills True Colors workshop Theories of motivation</td>
<td></td>
<td>Learning style assessment Two annotated stories from <em>This I Believe</em> Read Motivation Handout</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><em>Narrative Essay</em> Dialog Story Engine Verbs (Active Voice &amp; Tense Consistency)</td>
<td>Types of work Presentation skills Anticipating exam questions Narrative Essay</td>
<td><em>Real Writing, 5e</em> Chapter 10 Narration</td>
<td><em>This I Believe</em> Motivation assignment Motivation and values reflection Vocation Bio Reflection</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><em>Narrative Essay</em> Dialog Story Engine Verbs (Active Voice &amp; Tense Consistency)</td>
<td>Types of work Presentation skills Anticipating exam questions Narrative Essay</td>
<td><em>Real Writing, 5e</em> Chapter 10 Narration</td>
<td><em>This I Believe</em> Motivation assignment Motivation and values reflection Vocation Bio Reflection</td>
</tr>
</tbody>
</table>
| **Week 6** | **Narrative Essay**  
| Dialog  
| Story Engine  
| Verbs (Active Voice & Tense Consistency) | Types of work  
| Presentation skills  
| Anticipating exam questions  
| Narrative Essay | **Real Writing, 5e**  
| Chapter 10 Narration | **Reflection**  
| *This I Believe*  
| Motivation assignment  
| Motivation and values reflection  
| Vocation Bio Reflection |
| **Week 7** | **In Class Writing Essay**  
| Commonly Confused Words | Value of a degree  
| Service project  
| Goal Setting | N&D, Serving in Florida  
| Read, You can accomplish a goal, wheel of life handout  
| Begin N&D, Scrubbing in Maine |
| **Week 8** | **Music Essay**  
| Incorporating quotes | Gender and pay inequality  
| Service Project | **Real Writing, 5e**  
| Chapter 15 Definition | Value of a Degree assignment  
| Service Rankings  
| Finish N&D, Scrubbing in Maine, begin Selling in Minnesota  
| Scrubbing in Maine/gender inequality connection reflection |
| **Week 9** | Transitions  
| Race and Pay inequality  
| Labor Unions  
| Degree Works/Advising | N&D, Selling in Minn.  
| N&D Reflection  
| Finish N&D, Evaluation and afterward |
| **Week 10** | **Analytical/Compare and Contrast Essay**  
| Parallel Structure | N&D discussion  
| Introduce Analytical Essay | **Real Writing, 5e**  
<p>| Chapter 16 Comparison | N&amp;D, Evaluation and afterward |</p>
<table>
<thead>
<tr>
<th>Week 11</th>
<th>Subject-verb agreement</th>
<th>Work/Life Balance Career services/Focus 2</th>
<th>Work on Analytical Essay Work/Life balance response</th>
</tr>
</thead>
</table>
| **Week 12** | **Dramatic Revision Essay**  
Intro to writing from research | Informational Interviews Introduce Final Project | |
| **Week 13** | Intro to writing from research | Informational Interviews Future of work Final Project and Presentation discussion | One Informational Interview completed Work on Final Project |
| **Week 14** | **Portfolio Reflection Essay**  
Intro to writing from research | Group meetings on Information interviews and final projects Presentation Work | All three informational interviews Due |
| **Week 15** | Presentations Review for final | Informational interview reflections | Presentations Review for final |

**Final Exam: Week 16**