Strategies for Success

COURSE GUIDE

English Composition I

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.
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Introduction: Composition I Resource Guide for Infusing College Student Success Skills

Composition I has been identified to incorporate the following College Student Success Skills (CSSS) - Critical Thinking, Collaboration, Communication, Organization, and Self Assessment - as a result of the Title III grant, Strategies for Student Success. The concept is to lead students to apply these skills as they learn the course content through repeated, scaffolded activities, so that they will develop into more successful college students.

This resource guide is designed to help faculty find models of activities designed to develop the CSSS, which they could adapt for their own classes. It was the intent of the contributors that the lesson plans would serve as inspiration, but these materials are also available online to be downloaded and adapted. In addition, this guide is designed to acquaint faculty with some of the resources at their disposal for supporting students in the development of these college success skills.

First, this guide includes plans for developing the CSSS through lessons designed for promoting general writing skills beginning with writing professional emails, as well as sentence, paragraph and essay writing. Next, there are plans related to the writing of research papers, followed by plans that focus on oral communication. As further resources, two staff members of the college, Peter Shea and Paula Dias, are introduced as they can provide specific assistance in curriculum development and in providing activities that extend out from the classroom. Finally, several course schedules for Composition I are included that highlight the inclusion of activities to support the CSSS.

Submitted by the Composition I Title III Design Team:

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Part 1: E-mails to Essays

**Lesson Plan: Audience, Purpose, Persona**

Submitted by: Kelsey Hellwig

**Learning Objectives:**

Students will be able to:

- Determine a purpose for writing in a particular situation;
- Analyze the intended audience for the piece of writing;
- Create an appropriate persona for the writer based upon the purpose and audience

**Core Student Success Skills:**

Communication, Collaboration, and Critical Thinking

**Suggested Timeframe:** 50 minutes

**Materials:**

Overhead on Audience, Purpose, and Persona

Handout—Exercise on Audience, Purpose, and Persona

**Context within the Course:**

This activity can be done relatively early in the course. Conducting this activity when beginning the first essay works well. However, the skills learned in this activity are applied throughout the semester.

**Procedure:**

Use overhead to introduce the students to the concepts of determining a purpose for writing, analyzing an intended audience, and creating an appropriate persona.

The information provided on the overhead should be supplemented with additional explanations and examples from the instructor.

There are many questions throughout the overhead, so it is useful to ask students throughout the overhead presentation: “Why might it be important to answer this question?” and “How might understanding the answer to this question help you to create a better piece of writing?”
At the end of the overhead, there is a section entitled “Let’s Do One Together.” This example should be done by the class as a whole and discussed through questions from the instructor, such as:

- Why would that purpose be considered appropriate for this situation?

- How might you know that about the audience? Is that a fair assumption based on what evidence or knowledge?

- How would such a persona help you to achieve your purpose?

After the class completes this example together, there is an exercise that provides five different rhetorical situations. Put the students into groups of three to four members and give each group two situations to work on. Each situation should have at least two different groups working on it so that the class can talk about any differences that arise.

When the groups have prepared their responses, they present to the rest of the class. For example, for situation one, the two groups who worked on this situation will come to the front of the class and share how they each determined the purpose, analyzed the audience, and created a persona. Then, the instructor asks the two groups to discuss any differences. Finally, as a class, we will discuss whether the situation allows room for such differences or not.

**Assessment:**

Informal assessment will occur through the group presentations and class discussion.

Formal assessment will occur when the individual students must create a typed analysis of the audience, purpose, and persona for each of their essays.

**Next Steps/Optional Activities:**

Students will continue developing these skills before they begin writing each of their essays. Audience analysis will be further developed later in the semester as the students develop counter-argument skills for their researched arguments.

**Audience, Purpose and Persona, overhead**

English 101, Hellwig

**AUDIENCE / PURPOSE / PERSONA**

**A CONTEXT FOR WRITING**—the purpose, the audience, and the persona you adopt create an environment for the text that you write. All of these things will determine how you approach a piece of writing. By analyzing your purpose, and your intended audience, you will be able to create a persona which will be most successful in conveying your message.
Audience

Questions to Ask

1. Who am I writing to or for? What do my readers already know about the subject?

By answering these questions, you can determine how much background information to include on your topic. For example: If you are writing to a group of brain surgeons, you don’t need to explain the anatomy of the brain. However, if you are writing to a group of patients who are going to have brain surgery, you would need to explain the anatomy of the brain.

2. What is the audience’s attitude toward the subject? Is there bias, hostility, sympathy?

It is important to understand whether or not your audience is going to be sympathetic or hostile to your message. Therefore, you should do the best you can to determine how they feel about the subject so that you can approach it in the right way.

Be careful not to simply make assumptions about your audience based upon stereotypes or your own experiences with people of a certain group. Your assumptions should be founded upon well documented evidence.

For example: If you were writing about why the state of Massachusetts should get rid of police details at road construction sites and your audience was police officers, you could assume that most officers would be against removing these details. Your assumption would be based on how many officers have spoken, in both the press and at governmental hearings, against removing these details.

3. What is the audience’s background? Education, age, race, gender etc.

By determining the audience’s educational level and/or age, you can make decisions about what style and vocabulary will be understood by this audience.

For example, if you are writing to an audience of high school students about why they should go to college, your level of style and vocabulary will be much different than if you are writing to their parents about why these students should go to college.

Purpose

Questions to Ask

1. Why am I writing? Why is it important to have a purpose?
Because it gives you a framework for writing, helps you decide what information you will need to have in order to achieve your purpose and keeps you focused so you don’t wander from your purpose.

What is a purpose in writing? It is your reason for writing, what you hope to achieve by writing. For example: Are you trying to educate, inform, persuade, entertain, justify, etc.?

**Persona**

*Questions to Ask*

1. **Based upon my purpose and audience, how should I approach this piece of writing?**
   Once you have determined the purpose and analyzed the audience, you need to answer the following questions in order to determine the persona you will adopt in the piece of writing. The writer’s persona shows his/her attitude toward the subject.

2. **What tone should I use—serious, playful, sarcastic, critical?**
   It depends on what attitude you have towards your topic. However, remember that tone has an impact on the reader. For example, if you adopt a sarcastic tone, it might be offensive to your reader.

3. **What level of style—casual, middle, formal?**
   - **Casual style** refers to a style that is informal and conversational in nature. It might contain some slang, or colloquialisms, as well as contractions of words. This style might be used in a Blog or a mainstream magazine like *People*.
   - **Middle style** is the most common style. It is the one that is most frequently used in early college writing, as well as in the workplace. Such a style would not use informal language, but would also not use elevated vocabulary and complex sentence structure.
   - **Formal style** is elevated language which is used on more formal or academic occasions. This is the type of style that might be used for writing published in specialized journals.

Do I need to prove my authority? If you do not have extensive education or first-hand experience with your topic, you will need to prove your authority on the topic by including evidence from reputable sources. How should I present myself? Should I be visible in the writing by using first-person, or speak from an objective standpoint by using third-person?

**LET’S DO ONE TOGETHER. . .**

Example: A student is writing a letter to his representative in Congress because he is angry that the representative voted against a bill that would allocate more money for student grants.

- Who is the audience?
- What is the purpose?
• What kind of persona should the writer adopt?

Exercise on Audience, Purpose, and Persona

English 101, Hellwig

Look at the following writing situations and analyze your audience, determine your purpose, and decide what type of persona you would adopt.

• You are writing a brochure to advertise a seminar that helps women reentering the workforce write resumes.
• You are writing a user’s manual for a new software program that you have designed.
• You are writing a presentation for your engineering colleagues on how to use a piece of new equipment.
• You are writing a proposal to the Massachusetts Planning Commission on the need for more environmental protection in areas of rapid development.
• You are writing a summary of an important document from your corporate offices for your boss.
• You are a Registered Nurse writing up a report for a doctor.
• You are a student writing to your state representative about banning cell phones and texting while driving.

Lesson Plan: Brainstorming Descriptive Details

Submitted by: Kelsey Hellwig

Learning Objectives: Students will be able to:

• Use nouns, modifiers, sensory details, and comparisons to create a vivid description of a place.
• Reflect on descriptive details to create a one-sentence, dominant impression of the place.

Core Student Success Skills:
Self-Reflection, Communication, and Critical Thinking

Suggested Timeframe: 50 minutes on task—a longer amount is needed if you are taking the students on location during class time.

Materials:

Notebooks, highlighters, and pens or pencils for students to record their impressions.

**Context within the Course:**

This activity would take place early in the semester in order to prepare students for writing a profile essay which will rely on their descriptions of a place or person. The students would have read at least two descriptive essays and discussed the nouns, modifiers, comparisons, and various sensory details within the readings so that they are familiar with how these details develop descriptions.

The activity is also designed to get students to understand themselves as primary sources so that they can later distinguish between primary and secondary sources for the research paper.

**Procedure:**

1. Take the students on a walking field trip to a nearby place. You might choose a park, a museum, a store, etc. If you are walking during class time, you will need longer than 50 minutes to complete this activity.
2. Alternatively, you can choose a place that is not within walking distance and have the students perform this activity individually on their own time.
3. Once you are on location, explain the purpose of this activity is to generate a written description of the place for someone who has never been there before.
4. Have one student read the first paragraph of exercise 15.1 aloud. Explain that you would like the students to brainstorm nouns which describe the place, and that you will let the students know when five minutes have passed.
5. When five minutes are up, read the second paragraph of ex. 15.1 aloud, and allow the students ten minutes to create a written description based upon their brainstorming.
6. After the students have completed ex. 15.1, have another student read ex. 15.3 aloud. Answer any questions and allow students to proceed. Give them about seven minutes to complete this exercise.
7. Have another student read ex. 15.6 aloud. Answer any questions and allow students to proceed. Give them about seven minutes to complete this exercise.
8. When finished with ex. 15.6, have another student read aloud the final exercise on the handout. Give students five minutes to complete this exercise.
9. Finally, have student volunteers read their dominant impressions aloud.

**Assessment:**

This activity should be assessed as an informal writing assignment and should be evaluated on effort, not product. However, this activity will serve as preparation for a profile essay on another place or a person chosen by the student. The student will need to show the ability to use description as a tool to support a dominant impression within that essay.
Next Steps/Optional Activities:
After this activity is completed, a homework assignment follows on the handout.
Title III Engagement Specialist Paula Dias can help arrange a field trip for the students. Contact Paula Dias at: diasp@middlesex.mass.edu.

Handout: Comp I, Hellwig

Adapted from The St. Martin’s Guide to Writing, 9th ed., by Axelrod and Cooper

BRAINSTORMING DESCRIPTIVE DETAILS

Exercise 15.1

Observe the scene around you. For five minutes, list everything in the scene that you can name using nouns. (A simple way to test if a word is a noun is to see if you can put the word the, a, or an in front of the word.) Remember, you can name objects you see (dog, hydrant) as well as impressions such as smells or sounds you experience at the place (stench, hiss).

After five minutes is up, write a page or two that describes the scene for someone who is not there with you. Write for readers who have never been to this particular place to let them know what to expect when they get there. Make sure to skip lines as you write so that you have spaces to insert ideas from the rest of the exercises.

Exercise 15.3

Using the description you wrote for the previous exercise, highlight the details you used to help describe the scene. Add any other details you think of now—details that indicate size, quantity, makeup, location, condition, use, source, effect, value, or any other quality that would make the description more specific and particularized for readers.

Then reread your description. What do you think the detailing contributes to the description you wrote? Write 3-4 sentences explaining your answer.

Exercise 15.6

Reread the description and highlight any comparing you did. Try to add one or two similes or metaphors to your description.

When you are finished, write 3-4 sentences explaining how your use of comparison may help readers imagine the subject or get a sense of what you feel about it.

Final Exercise

Create a sentence that unifies your descriptions into an overall dominant impression of the place.

Homework Assignment
Add five colorful verbs that add sensory details to the description which you wrote during this activity.

Write a paragraph of 5-10 sentences which explains how the details in your description helped you to establish a dominant impression of the place.

**Lesson Plan: The Connection Clip**

Submitted by: Ardella Montgomery

**Learning Objectives:**

- Students will be able to use transition words and phrases to link ideas within a paragraph

**Core Student Success Skills:**
Self-assessment, Organization, Communication, Collaboration, and Critical Thinking

**Suggested Timeframe:** 50 minutes

**Materials:**

1) Large Ziploc bags containing these contents:
   - The Connection Clippers title sheet (included with this lesson plan) reproduced
   - In separate small Ziploc bags, three-hole punched colored 3x5 cards
     (For each group, one 3x5 card contains a topic sentence for a paragraph; each of the other four or five cards contains a sentence that develops the idea in that topic sentence. Sentences included with this lesson plan—see below).

2) **Yellow group** (sentences that add EQUAL thoughts or give examples of the topic sentence)

3) **Pink group** (sentences that add CONTRASTING thoughts)

4) **Green group** (sentences that alternate and contrast OPPOSING ARGUMENTS)

   Blank white 3x5 cards (sixteen for each group) to use as the connection clips (transition words/phrases)

   *List of Connections* (included below) or list from a writing handbook

   Reproduced paragraph sheets for instructor to copy one per group, cut out, jumble, and place in small Ziploc bags (see below)
Three-hole punch (Instructor will need to three-hole punch each index card at the top and the bottom so that a student will be able to slip a paper clip into it to attach two 3x5 index cards).

Large paper clips

List of Connections (see http://www.cws.illinois.edu/workshop/writers/tips/transitions/).

Feel free to add or subtract words/phrases and adjust as you deem necessary. To make the exercise more challenging, provide the “Table of Logical Connectives and Transitions” instead (see http://www.writingcenter.emory.edu/writing/hoc.html and click on the word Transitions).

Note: If you would prefer, you may use colored construction paper or colored 20 lb. weight paper in place of the 3x5 cards.

Context within the Course:

This lesson fits well somewhere before the middle of the course. After teaching the basic structure of an essay (with a thesis and topic sentences) and having students follow the process for writing the first essay, the instructor can emphasize continuing this process but adding increased evidence for each topic sentence idea in the second essay. In writing a thesis with topic sentences that develop it, the student is already using one type of transition. Somewhere between the first and second essay (but certainly before the third essay) would be a constructive time to emphasize transition within each paragraph itself.

Alternately, rather than spending an entire lesson on transition, the instructor may elect to use each exercise as part of instruction for a particular type of required essay. For example, prior to assigning an argument essay, the class could participate in Group Activity 3 (connecting opposing thoughts).

Procedure:

Explain that, in many news articles or other brief journalistic writing, the journalist often omits transition because of limited space in a newspaper or online site to present ideas.

However, for longer papers such as those required in Composition 1, transition is a technique the writer absolutely needs to help the reader connect one idea to another idea. When the reader is reading, s/he will scarcely notice that the transition is there. However, without these guiding words and phrases, the reader will often have a much more difficult time comprehending the links between ideas (from sentence to sentence or from paragraph to paragraph). Thus, transition both guides and connects.

Group Activity 1 (Yellow Group—Connect Ideas Equal in Thought)

Directions:
1. Separate the students into groups of two, three, or four. The smaller the groups, the more materials you will need. On the other hand, the smaller the group, the more each student may participate.

2. Provide each group with the *Connection Clip Bag*.

3. Direct students in the group to withdraw the colored cards on which the paragraph sentences are written.

4. Ask each group to place the cards in order with the topic sentence coming first.

5. Then ask students to remove the bag with the yellow cards and its blank white 3x5 cards.

6. Using the *List of Connections*, the students work together to place the sentence cards in logical sequence (for this first group, the yellow group, [containing sentences of equal content weight] any order is acceptable). Give these directions:

7. Read the topic sentence and the second sentence the group has chosen for the paragraph.

8. Select a transitional word or phrase from the *List of Connections* that would logically link these two sentences. (Point out that the student may need to reword the sentence to fit the transition in smoothly.)

9. Write the transitional word or phrase on a blank white 3x5 card.

10. Paperclip the three index cards in this order:

11. Yellow card topic sentence

12. White card transition word or phrase card

13. Yellow card sentence 2

14. Next, read the third sentence and select a transitional word or phrase that would logically link sentences two and three.

15. On a white 3x5 card, write the transitional word or phrase to connect sentences two and three.

16. Paperclip the white 3x5 transition card to Sentence 2.
17. Continue in this fashion, until the group has paper-clipped the sentence cards to transition words or phrases between each sentence.

18. At the end the group has created the *Connection of Logical Thought*.

19. Ask a group to read/present its finished paragraph to the other groups.

20. Ask the other groups to compare/contrast any differences in transition that its members may have used.

**Group Activity 2 (Pink Group—Connect Ideas Providing Contrasting Thoughts)**

**Directions:**

1. Instruct the groups to remove the Ziploc bag containing the pink 3x5 index cards (contrast).

2. In this bag are sentences that illustrate examples of the topic sentence, but each sentence example gives a contrasting idea (in this case, a different price for a product, the hamburger).

3. Distribute (or have students take out) the *List of Connections*.

4. Direct students to follow the same procedure to create a *Connection of Logical Thought* for the sentences in this paragraph.

**Group Activity 3 (Green Group—Connect Ideas Providing Opposing Thoughts, another type of contrasting)**

**Directions:**

1. Instruct the groups to remove the Ziploc bag containing the green 3x5 index cards (opposition).

2. Distribute the *List of Connections*.

3. In this bag are sentences that discuss two opposing sides of an argument.

4. First, find the topic sentence.

5. Then, separate the sentences into two groups: one group containing ideas AGAINST the argument and a second group containing ideas FOR the argument.

6. Next, choose one sentence AGAINST the argument.
7. Then, select a sentence that logically takes the other side of the issue and COUNTERS that argument.

8. After the two sentences are chosen, write a transition word or phrase that logically links the ideas in each sentence.

9. Use a large paper clip to connect the cards with these two sentences.

10. Next, from the AGAINST and FOR piles of sentences, select a second argument AGAINST the topic sentence.

11. Then select an argument that logically COUNTERS that sentence.

12. Follow the same procedure to create a Connection of Logical Thought for the sentences in this paragraph.

13. At the end, explain that a writer could use the topic sentence in this paragraph as the idea for a thesis statement s/he writes for an essay of three to five pages. The writer can also use each sentence in this paragraph as a topic sentence that explains the thesis idea and then, within the paragraph, provide explanation and evidence to prove the assertion made by the topic sentence.

Assessment: (Student Self-Assessment: At the end of these lessons, distribute the Transition Self-Assessment Sheet. Students will assess their use of transitional words and phrases in their next essay using the Transition Self-Assessment sheet which they will attach to and submit with their essays. (Instructor Assessment) The instructor will print out a blank copy of the Transition Self-Assessment Sheet to use to evaluate the essay and to check the student’s own assessment.

Next Steps/Optional Activities:
From this lesson on, the instructor will assess the transition the student uses to connect related ideas within paragraphs for each submitted writing requirement. The instructor may also require submission of a Transition Checklist (or variation thereof).

Instructor will add transition to the grading rubric for the next student essay.

Instructor may distribute other potential sentences for paragraphs that would require other types of transition; for only one example, a paragraph linking ideas instead of products.

Using the “Table of Logical Connectives and Transitions” from the Emory University Writing Center handout (see above under Materials), ask students to select one of the types of transition (left column) and write a paragraph on a topic that uses some of the transition words and phrases that that topic logically requires.
A next logical step would be to move to using transition to connect the topic sentences that emanate from a thesis sentence. Instructor may distribute documented handouts from these university Writing Center web sites:

- Purdue Online Writing Lab [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)
- Harvard College Writing Center [http://isites.harvard.edu/icb/icb.do?keyword=k33202&pageid=icb.page143936](http://isites.harvard.edu/icb/icb.do?keyword=k33202&pageid=icb.page143936)
- Temple University Writing Center [http://www.temple.edu/writingctr/handouts/index.html](http://www.temple.edu/writingctr/handouts/index.html)
**Yellow Group Paragraph and its Sentences**
(transition to add an equal thought or give examples)

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>New high-tech alarm clock designs attempt to make waking up if not a pleasant experience, at least, an effective one.</td>
</tr>
<tr>
<td>Clocky is on wheels and rolls away from the sleeper’s hand when the snoozer reaches out to quiet it.</td>
</tr>
<tr>
<td>The flying alarm clock features a pin that flies off, emits a terrible noise, and lands in a spot that forces the reluctant sleeper to get up to find it.</td>
</tr>
<tr>
<td>The Silent Alarm clock forces the sleeper to wear a ring on her hand that vibrates; to stop the vibrating, she must shake her hand, repeatedly more vigorously until annoyance causes her to rise and turn off the machine.</td>
</tr>
<tr>
<td>The Glo Pillow alarm awakens a person by gentle light.</td>
</tr>
<tr>
<td>The Wake ‘n Bacon alerts one to the pleasant smell of bacon.</td>
</tr>
</tbody>
</table>

Pink Group Paragraph and its Sentences (transition to add a contrasting thought)

<table>
<thead>
<tr>
<th>According to the <em>Worldwide Cost of Living 2009 Survey</em>, hamburgers cost more in many cities in the world than they do in the United States.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Dublin, Ireland, a hungry fast food eater will have to pay the enormous sum of $9.16, three dollars more than he would pay if he were vacationing in New York City.</td>
</tr>
<tr>
<td>Eating ground beef between two slices of a bun in Amsterdarm, the Netherlands, will cost the muncher $7.88.</td>
</tr>
<tr>
<td>A Paris resident or a tourist will pay $7.43 for the popular sandwich.</td>
</tr>
<tr>
<td>In Prague, the fast food gourmand will need to shell out less money, $4.91, and in Warsaw, Germany, she will pay a mere $3.86.</td>
</tr>
<tr>
<td>Johannesburg, South Africa, outside of these European cities, offers the least expensive hamburgers at only $2.50 each.</td>
</tr>
</tbody>
</table>


Green Group Paragraph (transition to connect opposing thoughts)

<table>
<thead>
<tr>
<th>State governments should not lower the drinking age.</th>
</tr>
</thead>
<tbody>
<tr>
<td>...teenagers are mature enough to handle alcoholic beverages at the age of eighteen.</td>
</tr>
<tr>
<td>...eighteen and nineteen-year olds often exhibit extremely immature behavior.</td>
</tr>
<tr>
<td>...the current law is unenforceable.</td>
</tr>
<tr>
<td>...when police have enforced the laws, the instances of underage drinking have declined.</td>
</tr>
<tr>
<td>...drinking is a harmless activity that nearly all young people engage in at parties.</td>
</tr>
</tbody>
</table>
## List of Connections

| To give an example | For example,  
|                   | For instance,  
|                   | Another example,  
|                   | As a (second, third, fourth) example,  
|                   | Yet another instance,  
|                   | Another unique (or other pertinent description) instance,  
| To connect ideas equal in thought | Also,  
|                                | In addition to____________________, (previous idea)  
|                                | Likewise,  
|                                | Similarly,  
| To connect ideas that are opposite or contrasting | However,  
|                                                      | On the other hand,  
|                                                      | In contrast,  
|                                                      | On the contrary,  
|                                                      | Unlike ______________________, (previous idea)  
| To connect opposing ideas | On the one hand,  
|                                                      | On the other hand,  
|                                                      | First of all, proponents think  
|                                                      | However,  
|                                                      | According to many who support the idea, a second reason (repeat topic sentence idea) is  
|                                                      | Unlike ______________________, (previous idea) opponents claim  
|                                                      | While proponents insist that ______________________, (previous idea), facts prove otherwise. (or they have not considered...)  
| To connect two sentences | , and  
|                                    | , but  
|                                    | Just as ______________________, (previous idea)  
|                                    | while  
|                                    | whereas  
|                                    | ; however,  
<p>| Others your group uses |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Preposition</th>
<th>Coordinating Conjunction</th>
<th>Subordinating Conjunction</th>
<th>Introductory Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
<td>in addition to, besides</td>
<td>and</td>
<td></td>
<td>additionally, in addition, also, equally important, moreover, further, furthermore, first, second, third, last, finally</td>
</tr>
<tr>
<td>Opposition/Concession/Contrast</td>
<td>in spite of, despite</td>
<td>but, yet</td>
<td>although, even though, though, whereas, while</td>
<td>however, still, nevertheless, nonetheless, on the contrary, on the other hand, rather, instead, conversely, in contrast</td>
</tr>
<tr>
<td>Comparison</td>
<td></td>
<td></td>
<td>just as</td>
<td>similarly, likewise, in comparison, in the same manner (way), also</td>
</tr>
<tr>
<td>Cause</td>
<td>due to, because of</td>
<td>for</td>
<td>because, since, as</td>
<td></td>
</tr>
<tr>
<td>Result</td>
<td></td>
<td>so</td>
<td></td>
<td>as a result, thus, therefore, consequently, for this reason, accordingly, hence, it follows that, ergo, in consequence</td>
</tr>
<tr>
<td>Purpose</td>
<td></td>
<td></td>
<td>so that, in order to</td>
<td></td>
</tr>
<tr>
<td>Choice/Alternative</td>
<td></td>
<td>or, nor</td>
<td></td>
<td>alternatively</td>
</tr>
<tr>
<td>Condition</td>
<td>if, unless, provided that</td>
<td>Time</td>
<td>afterwards, at the same time, eventually, finally, then, subsequently, next, soon after, later, meanwhile, in the end</td>
<td></td>
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<tr>
<td>------------------------------------</td>
<td>---------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Example</td>
<td></td>
<td>such as, especially, particularly, specifically, namely, including, notably</td>
<td>for example, for instance, in particular, indeed, in fact, to illustrate, to demonstrate</td>
<td></td>
</tr>
<tr>
<td>Clarification/Restatement</td>
<td></td>
<td></td>
<td>in other words, that is to say, in this case, put another way, to restate</td>
<td></td>
</tr>
<tr>
<td>Emphasis</td>
<td></td>
<td></td>
<td>as a matter of fact, undoubtedly, obviously, clearly, indeed</td>
<td></td>
</tr>
<tr>
<td>Summary/Conclusion</td>
<td></td>
<td></td>
<td>all in all, in summary, briefly, finally, in brief, in conclusion, in short, overall, to conclude, on the whole, therefore, thus, in the end, ultimately</td>
<td></td>
</tr>
</tbody>
</table>

Lesson Plan: Evaluation Essay

Submitted by: Ellen Nichols

Learning Objectives: Students will be able to:

- Review their experience in the course;
- Identify strengths, weaknesses and areas of growth in their own writing over the course of the semester;
- Produce a well-focused, well-developed formal essay.

Core Student Success Skills:
Self Assessment, Written Communication, and Organization

Suggested Timeframe: 20 minutes to introduce the assignment and answer questions

Materials:
Students will need to have retained their essays or other writing assignments from the entire semester that have been responded to by the instructor. The attached handout will provide instructions for the assignment.

Context within the Course:
This activity would occur at the end of the course.

Procedure:
Students are directed to review what their attitudes about writing were at the beginning of the course. The instructor can then lead a review of the elements of writing that have been the focus of the course. At this point the handout can be passed out to the students which will direct them into further reflection and evaluation of the work they have been submitting for response or grading through the semester. The instructor can follow their own procedure for guiding students through a written essay; i.e., review of thesis statements, peer review of drafts, etc. But the goal is to not have the instructor respond to drafts for this assignment. Here, the students are expected to show what they can do when creating a formal essay without the input of the instructor. This is an opportunity for students to apply what they have learned throughout the course. One reason for this is to allow the instructor to evaluate the content of the essay, particularly those aspects that discuss the student’s current level of writing skill, by the quality of the product the student produces for this assignment. For instance, if a student claims they have learned to add specific details and examples in their body paragraphs, the instructor can judge if the Evaluation Essay includes specific details and examples. This will also provide evidence of the development of self-assessment skills. This assignment can be prepared outside of class with time for peer review if desired (as the first handout suggests); or this could be the final exam for the course (as suggested by the second handout).
**Next Steps/Optional Activities:** This activity could serve as an introduction to a portfolio of the student’s best work.

**Assessment** (How will you know the students are developing this CSSS?): The instructor will be able to judge if the student has accurately evaluated their current level of writing skills as evidenced by the demonstration of those skills in the essay.

**Handout #1: Evaluation Essay**

Over the course of the semester, you have used writing as a critical thinking tool to help you understand, reflect on and convey your knowledge. The final writing assignment for this semester is to evaluate your development as a writer over the course of this semester. To prepare to write this essay, it will help you to review and take notes regarding the following questions:

- What was your attitude towards writing at the beginning of the semester?
- Was writing something you looked forward to doing (and why)?
- Was it something you avoided doing (and why)?
- Was it something you thought was OK (and why)?
- What did you consider your strengths and weaknesses as a writer?

Now review all the essays you have written for this course. Review the instructor’s comments. Look for any patterns that emerge.

- Does the same type of comment recur in more than one essay?
- Which comments appear in the first essays but have disappeared by the end of the course?
- What positive comments about your writing are made throughout the course?
- Do you perceive any progress in the quality of your writing?

Next, consider what has changed in your approach to writing as a result of the work you have done this semester.

- Has your attitude toward writing changed at all?
- Are you more or less confident as a writer?
- Are you more aware of aspects of writing which you ignored in the past?
- What areas of weaknesses are you still working on? In what areas have you improved?
- What specifically contributed to that improvement? (It may be helpful to review the syllabus and any notes you made in class to remember activities and assignments which may have contributed to improvements you’ve identified in your writing.)
- Do you use any different strategies to start writing or to check your own writing than you did at the beginning of the course?
- Were you pleased with your revisions?
Would you recommend this approach as one that other instructors should try?

The Essay

After you have thought about the questions above and taken notes, you will be ready to approach the writing of the Evaluation Essay. This assignment is to write a well-developed, 750-1000 word essay evaluating yourself as a writer and the contributions this course has made to you as a writer. Basically, you are evaluating how this course has changed you. Be sure to include an engaging introduction with a clear thesis statement, which reflects your evaluation of your writing and your learning; body paragraphs with specific examples and explanations; and a concluding paragraph.

Required components for the Evaluation Essay

• Comments on yourself as a writer coming into this course. Include your thoughts, concerns, feelings about writing as you began this course.
• Comments on how you would evaluate yourself as a writer at the end of the course. The accuracy of your evaluation will be a factor in the grading of this assignment.
• What has changed? What do you see as your present strengths and weaknesses? The accuracy of your evaluation will be a factor in the grading of this assignment.
• Is your attitude toward writing any different?
• Comments on what specific activities and experiences in this course have or have not contributed to your improvement as a writer and your attitude toward writing.

The lack of any one of the required components will lower the score one grade. Your ability to accurately assess your current writing skills will be a factor in your grade as well.

Alternative Handout #2

Here is what you need to do to prepare for the final reflection exam/essay: Review each lesson in the textbook, along with each folder containing drafts of each essay, and then:

1) Choose the best essay that you wrote this semester. Write the title here: ______________

2) Choose the worst essay that you wrote this semester. Write the title here: ______________

3) As an academic writer, what are your writing strengths? Write a list here:

Find specific evidence of these strengths in your portfolio and mark them with sticky notes. Label the sticky notes as “strengths” for future reference.
4) As an academic writer, what are your writing weaknesses? Write a list here:

Find specific evidence of these weaknesses in your portfolio and mark them with sticky notes. Label the sticky notes as “weaknesses” for future reference.

5) Reflect upon how, or if, you have changed as a writer in the past few months. Write a list here:

Find specific evidence of these changes in your portfolio and mark them with sticky notes. Label the sticky notes as “changes” for future reference.

6) Using all of the above information, reflect upon your writing process and how you will go about writing academic work in the future. Write some notes here:

Between now and the final, you need to think about these ideas. You may even make some notes about them. You need to bring a pen or pencil, A Writer’s Reference, and a dictionary/thesaurus if you wish, to the final.

**Lesson Plan: Parallel Structure and its Importance in both Oral and Written Communication**

**Submitted by:** Chris Commodore

**Context within the Course:** This lesson plan and its activities should be implemented by the third class meeting, after the lesson plan on Sentence Variety and Sentence Structure has been conducted, but certainly and by instructor’s discretion, between the second and fifth class meeting.

**Learning Objectives:** Students will be able to:

- Define parallel structure clearly
- Recognize and correct errors in parallel structure
- Avoid errors in parallel structure in their own speaking and writing
- Use parallel structure to create smoothness, continuity, and consistency of thought expression in their own essays.

**Core Student Success Skills:** Organization, Communication, Critical Thinking, Collaboration, and Self-reflection
**Suggested Timeframe:** 75 minutes

**Explanation:** Parallel structure is one of the writing techniques worth acquiring because mastery thereof teaches students to strive for continuity in thought expression in both oral and written communication. Parallel arrangement is also an effective writing element that shows writers how to achieve good transition or connection between related thoughts. Professional writers—serious ones—and public speakers make use of parallel structure frequently because it helps to inter-connect the parts of a sentence making intended meaning easier to decipher. Parallel structure will have been achieved when items, particularly verbs and verbals in a series, follow the same grammatical format.

**Materials:** 
- Handouts:
  - Sentences containing errors in parallel construction
  - Corrected sentences
  - Paragraph with selected errors in parallel structure

**Procedure:** First, either on the board or in the handouts, define parallel structure as:

... a writing technique that is used to achieve smooth coherence between thoughts. Serious writers and speakers use this skill to *string* the parts of sentences together, so that thoughts will be made clear and intended meaning easier to understand.

1. Divide class into groups of three or four depending on attendance.
2. Distribute handout 1, Sentences with Errors
3. Reiterate clearly the definition and purpose of parallel structure
4. Give students at least fifteen minutes to work collaboratively finding the errors in the handout
5. “Hunt” for correct answers with five-minute group interactive exercise. Call on students, or have students volunteer to identify errors.
6. Distribute handout # 2 containing corrections, and have students collaboratively check out their completed work. Teacher collaboration/assistance is required here. Ask students to *point out* and *explain* the differences in the handout with errors and the one without errors.

**Assessment:** (Homework): Distribute handout # 3 – paragraph containing errors in parallel structure. Have students do this work at home and submit for grading at the next class meeting.

**Next Steps/Optional Activities:** Within the two-week span following this exercise, collect (with students’ permission) sample class essays for an interactive “hunting for parallel structure errors” class exercise.
Or, have students bring in two paragraphs to class: one that is clearly well developed with good organization and parallel structural construction and another without. Have students take turns reading each other’s paragraphs collaboratively pointing out and discussing all elements of parallel structure or lack thereof.

Handouts:

1. **Sentences with parallel structure errors:**

Ellen went to the library yesterday, does her homework, checked her email, and handed in her research paper.

Blayne never stops chewing gum, talk, and disturb other students in class.

Bonillia did not eat breakfast, took out the trash, and did what his mother asked him to do.

When we arrived at the camping spot, we looked at the scenery below and pray for God’s help.

College can be exciting, fulfilling, and cause a lot of stress.

Peer pressure can lead one to disobey parents, following the wrong crowd, and participating in the wrong activities.

When you read the story yesterday, we miss the main point altogether.

I am the first person in my family to attend college, take my studies seriously, and received my diploma.

Ms. Younke Bon attends the first two classes and did not show up for the next three weeks.

A dog can be a good pet, but so are cats, gerbils, or even snakes.

2. **Sentences without parallel structure errors:**

Ellen went to the library yesterday, did her homework, checked her email and handed in her research paper.

Blayne never stops chewing gum, talking, and disturbing other students in class.

Bonillia did not eat breakfast, take out the trash, nor do what his mother asked him to do.

When we arrived at the camping spot, we looked at the scenery below and prayed for God’s help.

College can be exciting, fulfilling, and stressful.

Peer pressure can lead one to disobey parents, follow the wrong crowd, and participate in the wrong activities.
When you *read* the story yesterday, you *missed* the main point altogether.

I am the first person in my family to *attend* college, *take* my studies seriously, and *receive* my diploma.

Ms. Younke Bon *attends* the first classes and *does* not show up for the next three weeks.

*A dog* can be a good pet, but so can *a cat, a gerbil,* or even *a snake.*

3. **Sample paragraph 1 with errors in parallel structure (a student’s sample)**

My First Year in College

When I first decided to attend college, many of my friends tried to discourage me. They tell me that college is for sissies and not me, but I tell myself that when a person decide to go to college, they have to make up their own mind. You must never let a friend decide for you. My first day in college was intimidating and made me feel stressed out. I work hard and tried to listen to what my teachers and professor was telling me. I think if I develop a good attitude about my studies and paid attention to my teachers, I could survive my first year. So my advice for my friend is they should try to go to college for a year too; I think they will like it.

Sample paragraph 2 with errors in parallel structure

When one is unemployed, they may feel their world is coming to an end, especially if they have tried to get a job in many places. When you are not hired after going on several interviews, the person can feel defeated, think they are useless, and anxious. The unsuccessful job seeker can experience stress; each time their job effort don’t come through, they may become paranoid, begin to suspect everyone, and think people just don’t like then. Sometimes, the real reason people don’t get hired is because the person don’t have the right training or the right education. A person therefore can make sure they get consideration for jobs if you go to school and get good grades in all your subjects. Good grades can tell an employer that perhaps you are hard working, dependable, and they can rely upon you.
Lesson Plan: Professional Protocol for E-mails

Submitted by: Denise Marchionda

Learning Objectives:

Students will be able to:

- Become familiar with the MCC e-mail system
- Practice professional-level writing skills
- Become aware of technology etiquette

Core Student Success Skills:
Self-reflection, Communication, and Critical Thinking

Suggested Timeframe: 15-20 minutes

Materials:
Handout: E-Mail Protocol – Sending Professional E-Mails

Context within the Course:

This should be used at the beginning of any course, not only ENG 101. It establishes formal and professional e-mail communication standards, as well as sets a nice tone to begin the course.

Procedure:

1. Prior to the beginning of the semester, the instructor needs to develop a “welcome” e-mail and send it to students via MCC e-mail.

Here is a sample:
Welcome!

If you are receiving this e-mail, you are enrolled in my ENG101 – English Composition I course this semester.

I am so glad you have decided to take this course with me. I have lots of fun things planned and hope you will have a good experience with writing here. Get your keyboards ready! (Be sure to have lots of ink and paper in the printer, too! 😊)

The Blackboard site for this course is ready for your review. Although you will receive a printed syllabus in class on the first day, an electronic copy is available at the Blackboard site if you want to take a look at it before we meet.

If you ever need to contact me, it is easy to just “reply” to this e-mail and you know I will get the message.

See you in class,

😊 Dr. M

<table>
<thead>
<tr>
<th>2. Sometime in the first week of class, the instructor will introduce the concept of professional e-mail in a mini-lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking points for mini-lesson: (see handout)</td>
</tr>
<tr>
<td>It is very important to use the correct protocol when sending professional e-mail. A professional e-mail is not a text-message, an IM, or other brief communication. It should be treated as a formal, professional communication.</td>
</tr>
<tr>
<td>Be sure to use a proper greeting, a clear and concise message using Standard English, (proper punctuation, capitalization, and grammar – no texting acronyms or emoticons), and a proper closing.</td>
</tr>
<tr>
<td>3. The instructor will now need to display the Middlesex Portal on the overhead projector. (The instructor should have a volunteer student to work the computer, while s/he is discussing the following at the projector screen. This is especially helpful, as students’ accounts look different from faculty accounts.)</td>
</tr>
<tr>
<td>Talking point: Subject Lines in E-mails:</td>
</tr>
<tr>
<td>The subject line of an e-mail should include your name and a brief note about what the e-mail is about. This allows the reader to prioritize his/her e-mails and attend to those most in need of attention. For example, if the subject line says, “Hi!” it is a low priority, as it may be just a social e-mail. However, if the subject line says, “Help needed, ENG101 – 01,” the reader knows it is important to attend to.</td>
</tr>
</tbody>
</table>
Examples: (see handout)

Talking point: **E-mail Contents:** Content should include a proper greeting, clear and concise message (proofread for conventional Standard English form), and a closing.

Examples: (see handout)

**Student Homework assignment:** Students must send the instructor a professional e-mail.

**Assessment:** Instructor will assess each e-mail for professional components and address errors in a personal, professional response e-mail.

*Instructor Hint:* to save some time, develop a standard response to “cut and paste” as a response to each e-mail, and fill in student information:

| Thanks, _____ (Fill in student’s name) |
| I got your professional e-mail. Nice job! |
| See you in class, |
| Dr. M |
| P.S. Be sure to ________________. (Fill in correction/suggestion here. Example: Be sure to check your spelling before clicking the send button!) |

**Next Steps/Optional Activities:**

Encourage students to keep instructor’s welcome e-mail for the semester, so that when they need to contact the instructor, they may just click on the “reply” button, and they will know that their instructor will receive the message via MCC e-mail system.

Also encourage students to monitor and read their MCC e-mail weekly for MCC updates, bills, information, etc.

**E-Mail Protocol – Sending Professional E-Mails**

**Directions:** It is very important to use the correct protocol when sending professional e-mail. Using all the information and protocol discussed below, send your instructor a professional e-mail (from your MCC e-mail account) telling him/her that (INSTRUCTOR FILL IN SIMPLE TASK FOR STUDENTS TO FULFILL HERE.)  **Optional:** If you have any specific questions about the course, you can ask them in the e-mail.
1) **Subject Lines:** The subject line of an e-mail should include *your name and a brief note about what the e-mail is about*. Use these examples as models:

Examples:

Cathy Confused/question ENG 071-00 or Bob Bewildered/question ENG101-00

Sam Sick/absent assignment submission ENG102-00 or Arthur Author/help needed please ENG 170-00

2) **E-mail Contents:** A professional e-mail is not a text-message, an IM, or other brief communication. It should be treated as a formal, professional communication. **Be sure to use a proper greeting; a clear and concise message using Standard English (proper punctuation, capitalization, and grammar – no texting acronyms or emoticons); and a proper closing.**

Examples:

```
Hi Dr. M,

I missed class today. I read over the homework assignment for the next class and do not quite understand the second step. I have to print two copies, is that correct? Please let me know if there is anything else I need to do.

Thanks,
Cathy Confused
```

-Or-

```
Dear Professor Marchionda,

I know I cannot make it to class today, so I am sending my homework assignment to you before class starts so that I may get credit for it. (Please see attachment.) I’m all set for our next class – see you then.

Have a good day,
Sam Sick
```
Lesson Plan: Understanding Sentence Structure and Variety in Written Communication

Submitted by: Chris Commodore

Learning Objectives: At the end of this exercise, students will be able to:

- Identify four types of sentences by their structural makeup
- Write each of the four types of sentences by structure
- Identify each of these types of sentences by structure in their own essays and the writings of others
- Use sentence variety in their essays

Core Student Success Skills: Communication, Collaboration, and Critical Thinking

Suggested Timeframe: 75 minutes

Context within the course: This lesson has two activities. Use the first activity during the beginning of the second week of class, before students have started submitting assignments; the second activity should take place the third week of class following week.

Materials:

- Text: Focus on Writing Paragraphs and Essays. Laurie G. Kirszner & Stephen Mandell.
  - Unit 4, Chapter 14: Simple Sentences
  - Chapter 15: Compound Sentences
  - Chapter 16: Complex Sentences
  - Section B, p. 404-408
- Two handouts labeled handout 1 and handout 2 containing several samples of the different types of sentences.

Procedure: During the first 30 minutes of class, divide the students into groups of three or four depending on attendance. Write one simple, one complex, one compound, and one compound-complex sentence on the board. Explain each type of sentence separately for about five minutes to students; tell them that a simple sentence must have only one complete thought in it; a complex has one complete thought and one or two portions (clauses or incomplete thoughts); a compound has two complete thoughts joined by conjunctions or punctuated by semicolons; and a compound-complex has two complete thoughts and one or more incomplete portions (clauses or incomplete thoughts). Help them understand the concepts by demonstrating the subject and predicate of the respective sentences. Explain the terms sentence, subject, predicate, clause or incomplete thought thoroughly. Repeat this procedure for each type of sentence. Be sure to solicit students’ participation during this exercise.
After the collective demonstration and explanation, give each student handout 1 and working together, ask students to find all sentences that carry only one thought and mark them as simple. Continue with this procedure for complex, compound, and compound-complex until students have identified all the four sentence varieties. This exercise should take another 25-30 minutes of class time.

For the final 15 minutes of class, give each student a copy of handout 2; reiterate the preparation exercise calling on students randomly to explain the terms used during the lecture(s): simple, compound, complex, subject, predicate, complete thought, clause, incomplete thought, compound-complex, etc. Ask students to complete this assignment at home and submit it for evaluation at the next class meeting. Refer them to the material in the designated texts to help them do this homework exercise, and have them study/prepare that material for a quiz.

At the next class meeting, after students have passed in their work, give students a 30-minute quiz of twenty questions to identify simple, compound, complex, and compound-complex sentences. At the end of the quiz, have students exchange papers. Then get one student to volunteer to read out aloud the correct answers while students score the papers. The teacher will score the paper of the student volunteer. Collect all papers, and re-examine them for any possible student errors.

Next Steps/Optional Activities: Return corrected quizzes; if there were many incorrect answers, briefly review the preparation exercise. Reinforce students' knowledge by asking them to write one sentence sample of each type on a blank piece of paper; then, have them read out or write some of these sentences on the board.

For about 20 minutes, conduct an interactive discussion of what students have written/learned. Tell students that the final expectation is that they must demonstrate knowledge of the material they have learned in the first class essay, which should be due at about the end of the third or the beginning of the fourth week of class. Look for students’ continued inclusion of the three sentence varieties in all subsequent essays.

Class Quiz on Sentences by Structure

Name: ________________________________________ English Review Quiz #2 Sentences by Structure

The following sentences are either a. Simple; b. Complex; c. Compound; d. Compound Complex. Identify each sentence correctly by placing a, b, c, or d (the correct choice) on the blank line to the left of each sentence.

1. _____ Frances would like to ride on a streetcar, but she has never visited a city that has one.
2. Dale is unable to attend today’s try-out because of unforeseen circumstances.

3. The scientists were amazed by the discovery, and they did further tests to confirm the findings.

4. The mayor, whom I met last year, has not announced that she will be running for re-election next year.

5. The animals in the arctic are remarkably adapted to the climate, for they don’t seem to mind the cold all year.

6. Harold will appreciate whatever gift you choose for him.

7. Would you like to see the brand-new herbarium featuring rare dried plants?

8. As the fifth round began, the wrestler looked tired, but he had enough strength left to pin his opponent.

9. I went to the nearby skating rink, but it was closed because of the warm weather.

10. If you want to, you can do a research paper that surveys the history of writing from ancient time to the present.

11. They waited for the rain all summer.

12. It was the last time that I would ever dance, and I made no mistakes.

13. After the election results were announced, the new mayor held a party.

14. Anna seems to be happy, but I know she has many problems.

15. The longest river in the world is the Nile.

16. Since you’re not feeling well, let me drive you to work today.

17. Don borrowed the book from the library, but he forgot to return it.

18. When we were touring the museum, I lost my wallet, but luckily someone picked it up.

19. The girl found her glove, but she dropped it again on her way home.

20. Ann’s blouse matched her skirt.
Lesson Plan: Using Format Tutorials

Submitted by: Ellen Nichols

Learning Objectives: Students will be able to:

- Apply MLA or APA format to their submitted papers

Core Student Success Skills:

Communication; Critical Thinking; and Organization

Suggested Time Frame: Five minutes

Materials:

The links to the tutorials can be posted on the class blackboard site and/or distributed via a handout. (See links below.)

Context within the Course:

The tutorials can be used before the first formal paper is assigned so that students can present their work in the desired format from the beginning of the course. The information on documentation of source material can be reviewed whenever students submit work that includes such material.

Procedure: Peter Shea has prepared two tutorials using Camtasia software within PowerPoint to guide students through the process of formatting a paper either in MLA or APA format. The links to the tutorials can be provided via the course Blackboard site or distributed on a handout. Students are directed to view the tutorials, then to format their assignment following the desired format. Instructors may wish to have students create a “mock” document to show their proficiency in applying the format before they submit their first formal writing assignment. The tutorials include demonstrations of appropriate documentation, so the tutorial should be reviewed when assignments include outside source material.

Handout: Below are the links to the two tutorials.

MLA formatting tutorial: http://21stcenturyshea.com/titleiii/format/MLA_formatting.html


Assessment: Evaluation of the students’ proficiency with applying the formats will be included in the grading of their submitted papers.
Lesson Plan: Writing in the Real World: A Panel Discussion

Submitted by: Cathy McCarron

Timeframe: 1.5 - 2 hours (over two class periods)

Learning Objectives: Students will be able to:

- Listen to real-life examples of professionals who use writing in the workplace.
- Make the connection between how writing in the classroom prepares students for writing professionally.
- Reflect on the relevance of the skills introduced in Composition I to their professional careers.
- Practice quoting and paraphrasing from a primary source.

Core Student Success Skills:
Communication, Critical Thinking, Collaboration, Self-Assessment Skills.

Materials:

- Handout on primary sources
- Quiz on primary sources
- Notes sheet for panel discussion

Homework reflection sheet

- Incorporating information from the panel discussion worksheet
- Computer with screen and projector or chalk board and chalk.

Context within the course: As part of the Title III: Strategies for Success Program, funding is available to invite speakers to discuss topics related to student success. The Title III engagement coordinator is planning to host a panel each semester of professionals who will discuss the importance of writing in the workplace. This event exposes students to real-world testimonials of how writing skills are needed across a variety of professions. Additionally, students will gain first-hand knowledge of primary sources. This activity can be used as a warm-up activity for the research paper or as part of a paper focused on the purpose of writing in the workplace. This activity should occur after students have been introduced to incorporating quotes and citing them in text, as well as paraphrasing. Ideally, this activity will be taught before the first draft of
the research paper is due.

Procedure:

1. Copy and paste the four handouts below. Modify as necessary.
2. Distribute the handout on primary sources. Read through the handout with the students.
3. Distribute the quiz on primary sources. Have students do the quiz. Go over the quiz aloud as a class. Discuss what makes a source primary or secondary.
4. Hand out the notes sheet for the panel discussion. Ask students to take notes on the panel discussion and copy down one quote from each panelist.
5. Take students to panel and encourage students to ask questions during the session.
6. Hand out homework reflection sheets, and ask students to complete it and bring it to class the next day.
7. During the next class period, conduct a whole-class discussion of their impressions of the panel discussion. Ask them to refer to their reflections in the discussion.
8. Put students in groups and ask them to write one sentence that incorporates a direct quote from the panel discussion and one sentence that is a paraphrase of one of the panelist’s comments.
9. Have students write the sentences on the board or type it onto the computer and project it.
10. Go through each sentence and discuss if the quote or paraphrase is appropriately formatted and if the paraphrase captures the intent of the panelist’s comments.

Next Steps: Ask students to incorporate some of these quotes and paraphrases into their research papers.

Assessment:
The reflection sheets will allow faculty to learn what the students thought of the panel.
The in-text citations and paraphrases of the first draft of their next paper will gauge to what extent students grasped these concepts.

Primary and Secondary Sources from: http://www.princeton.edu/~refdesk/primary2.html

Handouts:

How can I tell if a source is primary or secondary?

A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event. Some types of primary sources include:

ORIGINAL DOCUMENTS (excerpts or translations acceptable): Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, and official records

CREATIVE WORKS: Poetry, drama, novels, music, art

RELICS OR ARTIFACTS: Pottery, furniture, clothing, buildings
Examples of primary sources include:

- Diary of Anne Frank - Experiences of a Jewish family during WWII
- The Constitution of Canada - Canadian History
- A journal article reporting NEW research or findings
- Weavings and pottery - Native American history
- Plato's Republic - Women in Ancient Greece

What is a secondary source?

A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Some types of secondary sources include:

PUBLICATIONS: Textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias

Examples of secondary sources include:

- A journal/magazine article which interprets or reviews previous findings
- A history textbook
- A book about the effects of WWI

Search by keyword for Primary Sources in the Main Catalog
You can search the Main Catalog to find direct references to primary source material. Perform a keyword search for your topic, and add one of the words below:

- correspondence
- charters
- diaries
- early works
- interviews
- manuscripts
- oratory
- pamphlets
- personal narratives
- sources
- speeches
- letters
- documents

To access a list of primary sources on the Web, go to: http://www.eduplace.com/ss/hmss/primary.html

PRIMARY AND SECONDARY SOURCES QUIZ
from: http://www.esc.edu/htmlpages/writerold/exer6.htm
You’re writing a research paper on the homeless problem in your town or city. Which of the following sources would be a primary source for you and which a secondary?


☐ Primary Source
☐ Secondary Source

An interview with two homeless persons in your town.

☐ Primary Source
☐ Secondary Source


☐ Primary Source
☐ Secondary Source

An article entitled "The Culture of Poverty" in *On Understanding Poverty: Perspectives from the Social Sciences*.

☐ Primary Source
☐ Secondary Source

An interview with a sociology professor who teaches a course that explores the homeless problem.

☐ Primary Source
☐ Secondary Source

Statistics on the number of homeless in New York State from the State Census Office

☐ Primary Source
☐ Secondary Source

An interview with the head of a homeless shelter.

☐ Primary Source
☐ Secondary Source
A homeless shelter’s monthly financial statements.

Primary Source

Secondary Source

Notes Sheet for Panel Discussion

Please list the name and title of each panelist and capture at least one direct quote from each panelist. Use the bottom of the page for generic notes.

Panelist 1: (Name & Title) ______________________________

Quote:

Panelist 2: (Name & Title) ______________________________

Quote:

Panelist 3: (Name & Title) ______________________________

Quote:

Panelist 4: (Name & Title) ______________________________

Quote:

__________________________________________________

Use the bottom of the sheet to take additional notes about your impressions during the discussion.

Panel Discussion Reflection

Please write a two-paragraph response (8-12) sentences total responding to your impression of today’s panel discussion. Please respond to the following questions in your short essay:

• What was the overall message of the discussion?
• Were there any facts or comments that surprised you?
• Does it alter the way you think about writing at all?
• Do you think this is a program other MCC students should attend? Why or why not?

Please quote from the panel at least twice in your response.

Incorporating Quotes from a Primary Source: Notes from the Panel Discussion

In groups, please write one sentence that includes a direct quote from one of the panelists. Cite the source. Then write and cite one sentence that is a paraphrase of one of the panelist’s comments.
Lesson Plan: Introduction to the Thesis Statement

Submitted by: Cathy McCarron

Timeframe: 45-55 minutes

Learning Objectives: Students will be able to
- Recognize the components of a successful thesis statement.
- Find thesis statements in published writing.
- Write a thesis statement.

Core Student Success Skills: Communication, Collaboration, and Critical Thinking Skills.

Materials:
- Three Professional Articles for students to find thesis statements in
- Short PowerPoint Presentation on Thesis Statements
- Thesis Statement Worksheets

Context within the course: This activity can be used the first time students write an essay that requires a thesis statement. Ideally, this activity will occur following a lesson or refresher activity on effective note taking. Typically, this can be used with the first or second major assignment in Composition I.

Procedure:
1. Make copies of articles students are reading for class and distribute to them the class before you do this exercise.
2. Ask students to read the articles and take notes. (Please review effective note-taking strategies. Go to: http://www.lc.unsw.edu.au/onlib/note.html for tips on reading and note taking.)
3. Copy the thesis statement exercise worksheet below and make copies.
4. Show students PowerPoint on Thesis Statement. (Visit the Title III Website to access the PowerPoint or develop your own.) When viewing the last slide, ask students which thesis statement is better and why. Discuss the importance of narrow, specific thesis statements.
5. Hand out thesis statement worksheets and ask students to work in groups to find the thesis statement in each article. Discuss responses and ask students to defend their choices. Point out that good published writing contains either direct or implied thesis statements. Emphasize that these three articles have direct thesis statements.
6. Ask students to stay in their groups and come up with two separate thesis statements that respond to the question, “Is Greed Good for America in the 21st Century?”
7. Ask students to write their better thesis statement on the board or type it on the computer and project it.
8. Once all thesis statements have been posted, discuss each one and point out its merits and weaknesses.

Next Steps: “Is Greed Good for America in the 21st Century?” is the question the students’ next paper answers. After the thesis statement assignment, ask students to complete their first drafts.

Assessment: The first artifacts to be assessed are the thesis statements written in groups. (Examine the statements to see if they read like thesis statements.) Once they hand in drafts of their thesis statements, ask students to underline thesis statements and assess them.

Handouts:

Thesis Statement Exercise: Greed Articles

Please refer to the three articles on greed to do this exercise.

Remember that a thesis statement is the sentence that explains what the article proves.

1. Find the thesis statement in Doti’s article and write it in the space below. Explain why you chose this sentence.

2. Find the thesis statement in Greeley’s article and write it in the space below. Explain why you chose this sentence.

3. Find the thesis statement in Brooks’s article and write it in the space below. Explain why you chose this sentence.

4. As a group, write two different thesis statements that respond to the question, “Is Greed Good for America in the 21st Century?” Make sure each thesis statement is narrow enough to prove in three pages. Proofread each.

A.

B.
Once you have written two sentences, choose the one you think is better and type it on the computer.
Article #1
Part II: Research Writing

**Lesson Plan: Assessing Scholarly Sources**

Submitted by: Cathy McCarron

Timeframe: 50 minutes – 1 hour

Learning Objectives:

*Students will be able to*

- Recognize a scholarly source.
- Demonstrate an understanding of abstracts and their use in developing a research paper.
- Assess whether a source is related to their topic.

Core Student Success Skills:
Communication, Critical Thinking, Self-Assessment Skills. (If this activity is done in pairs or groups, students would practice using collaboration skills.)

Materials:

- Computer with Projector and Internet Connection
- Assessing Scholarly Sources Worksheets

Context within the course: This activity can be used after the students have met with a reference librarian to learn about library databases such as EBSCO and Gale for their research papers. Ideally, this activity will be used before the first draft of the research paper is due and after they have learned in-text citation and paraphrasing. (The Works Cited page can be taught later in the semester.)

Procedure:

1. Copy and paste the Assessing Scholarly Sources Worksheet below and make copies for your class. (You may tailor the articles to the types of topics your students are writing about.)

2. Turn on computer and projector and show students once again how to access the library databases, particularly EBSCO and Gale. Find one of the abstracts listed on the sheet and project it.

3. Hand out worksheets and have students either work independently or in pairs or groups to answer the questions about each abstract. (If you want to save time, have each person, pair or group do a few abstracts, but have everyone do #1, so you can discuss the first abstract together.)
4. Ask the students to read and answer the questions for the first abstract. Discuss as a whole group and use the abstract on the screen to point out the elements of the abstract. (Use the first example to discuss what an abstract is; how to find the name of the journal; how to cite a work with multiple authors; the relevance of the publication date; the fact that having a Volume number often denotes a scholarly publication, and how students can find different angles to make their outside sources support their thesis statements.) Then ask students to complete the rest of the sheet.

5. Address the elements of each abstract in a whole-class discussion. Discuss strategies regarding ways they can use the articles in their papers.

**Next Steps:** Ask students to bring to class abstracts of their own articles and write sentences that include in-text citations.

**Assessment:** When the draft of the research paper is handed in, the in-text citations and paraphrases will reflect the students' understanding of the type and quality of these sources. The Works Cited page, which is usually handed in with a later draft, will further underscore if students have grasped what makes a source scholarly. Finally, a quiz could be developed to determine if students know the difference between sources from scholarly databases and sources from the Web.

**Example for Handout:**

**Assessing Scholarly Sources**

*Read through the following abstracts. Answer the questions after each.*

“Job Loss at Mid-life: Managers and Executives Face the "New Risk Economy."

[http://web.ebscohost.com/ehost/detail?vid=1&hid=108&sid=6e233f50-d626-4b73-8711-b67778467f05%40sessionmgr104&bdata=JnNpdGU9ZWhvc3QtbyGlZSZzY29wZT1zaXRL#db=pbh&AN=35369774](http://web.ebscohost.com/ehost/detail?vid=1&hid=108&sid=6e233f50-d626-4b73-8711-b67778467f05%40sessionmgr104&bdata=JnNpdGU9ZWhvc3QtbyGlZSZzY29wZT1zaXRL#db=pbh&AN=35369774)

By: Mendenhall, Ruby; Kalil, Ariel; Spindel, Laurel J.; Hart, Cassandra M. D.. Social Forces, Sep2008, Vol. 87 Issue 1, p184-209, 25p Abstract: We use a lifecourse framework to examine how the "new risk economy" has left middle-age professionals, managers and executives more vulnerable to job loss and unemployment despite high levels of human capital. Using in-depth qualitative data from 77 recently-unemployed white-collar workers, we examine perceptions of macro-economic forces and their implications for respondents' career-recovery plans and expectations for their own and their children's future career pathways. We find that most respondents attributed their job loss to factors associated with globalization and used coping strategies that involved adapting a "free-agent" mentality in the face of declining employer loyalty and de-professionalization to manage perceptions of age bias. Respondents also make mastering the "new risk economy" a developmental goal for themselves and their children. [ABSTRACT FROM AUTHOR] (AN 35369774)

Database: Psychology and Behavioral Sciences Collection
What is the name of the source in which the article is published?
Is this source an academic journal?
List the author(s):
If there is no author, list the organization that has published the article.
If not, is this a reputable source?
What is the main point of the article?
Do you think you could use this source in your paper? Why or Why not?

Lesson Plan: Evaluating Sources

Submitted by: Kelsey Hellwig

Learning Objectives:

Students will be able to:

• Evaluate online sources for reliability and usefulness in an academic research paper

Core Student Success Skills:
Communication, Collaboration, and Critical Thinking

Suggested Timeframe: 50 minutes

Materials:

• A research paper assignment (A sample is included, but any will work)
• PowerPoint presentation, overhead, or lecture using the whiteboard on things to consider when evaluating online sources. (Because instructors often have access to limited technology, a document is included that could be used in any of the three preceding options with appropriate formatting and software.)
• Group packets of six different sources printed from internet sites that vary in reliability. All of the sources should come from typing a research topic into Google or some other search engine so that they are representative of the types of sites available on the World Wide Web and not articles accessed through library databases. Sources should be labeled with letters for easy identification and discussion.

Context within the Course: This activity would take place about halfway through the semester as students are beginning to work on their research papers and gather sources. Students should have
already received the assignment and be familiar with its requirements before this class. They may or may not have chosen a topic at this point.

Procedure:

1. The instructor should provide a brief interactive lecture with the students on the criteria for evaluating online sources. A list of criteria is readily available in most writing handbooks, and I have also provided a document that could be used for developing PowerPoints, overheads, or lecture notes written on the board. Throughout the lecture, the instructor should stress to the students that sources do not need to be read carefully in order to be evaluated. They should skim for information in order to decide if the source is useful or not and make the best use of their time.

2. After this discussion, students are broken into groups of 3-4 students and given a packet of six internet sources.

3. The students should be instructed to skim the sources individually, taking brief notes on a separate sheet of paper.

4. When each student has had a chance to skim each source, the group should discuss the sources as a group and rank them from 1-6, with the number 1 being most reliable.

5. While students are doing this activity, the instructor should draw a grid on the board to record the group findings. The grid should have the letters for the sources on one axis and the numbers for reliability on the other.

6. When groups have finished their rankings, each group should receive a different colored whiteboard marker to record their rankings on the chart.

7. When all rankings have been recorded, the groups should explain their choices based upon the criteria for evaluating online sources. There may be some discrepancy in rankings, but the students should be able to closely place the unreliable sources near the end of the spectrum and the more reliable sources near the front.

Assessment:

Formative assessment will take place during the class discussion of the group’s rankings. Summative assessment can take place in two parts. Please see next steps.

Next Steps/Optional Activities:

Students should find an online source related to their topics and create a one-page typed evaluation of the source, using the criteria discussed in class.

Students will ultimately create a research paper which utilizes reliable sources.
Handouts: English, Hellwig

Researched Argument

Please use this assignment sheet and the calendar to fill in the due dates for these items:

Topic due:  
Sources due:  
Thesis capsule due:  
Workshop:  
Paper Due:  

*** Important: You must turn all of these things in on time and participate in the workshops in order to receive full credit for the paper. I will deduct ten points for each of the following if they are not turned in on time: topic, sources, thesis capsule. Please see the evaluation form below for a specific grade breakdown.

Writing Assignment: After consideration and careful research, write a 6-8 page essay, not including the Works Cited page, that discusses a common societal misconception and attempts to correct this misconception through research and logical reasoning. **IMPORTANT: You cannot choose from these issues: abortion, gun control, same-sex marriage, and the death penalty. These issues have been overdone and lend themselves to emotional rather than logical writing.** You will need to find at least ten outside sources, and you must use at least five of these sources in your paper to show that this misconception exists and to support your view that it is, in fact, a misconception. Aim for a variety of sources (see the section on research below).

Possible Topics:

Choose a controversial issue and show how people generally misperceive it. Try to choose a topic that has some interest and/or meaning for you. For example, some people feel pitbulls are aggressive and deadly, yet others argue that this reputation is undeserved.

Choose an institution or agency with a particular reputation and show how that reputation is not deserved. For example, Harvard is often perceived as academically and socially progressive. Is that perception accurate?

Choose a group of people who may be misunderstood and show how they really are. For example, expose a stereotype about a group of people you know something about: firefighters, nurses, coaches, elderly people, conservatives, deaf people, etc.
Choose a well-known figure with a particular reputation and show how that reputation is undeserved. For example, the much-admired humanitarian Mother Teresa, the liberal documentary filmmaker Michael Moore, a particular artist or musician, etc.

**Research:** You will need to find at least **TEN** sources on your topic and fill out the sources worksheet with these sources. Then you must use at least **FIVE** cited sources in your paper. Books, scholarly journals, newspapers, interviews with authorities, field studies, reputable polls, etc. are all places you might look for information. (Avoid relying too heavily on lightweight, popular sources like Time or USA Today.) **Out of the five sources that you use in your paper, only one of them can be a website.** Sources that you access through electronic databases in the library and actually exist in print form are not considered sources from the World Wide Web. Also, Wikipedia does not count as one of your sources because it is not a reliable source, so please do not use it. You will need to follow the MLA citation style, which we have already started to discuss and will continue to discuss throughout this process. You will want to use research both in establishing the misconception and in disproving it. Please make sure that you are not using your research to create your argument. **You must have something to say; the research only supports your position.**

**Position:** The core of this paper is your position on the issue—the reason/s why you think it is a misconception. Your approach may take a wide range of forms. Whatever you decide, you should take a clear and well-defined stance on the issue; your readers should understand exactly the reasons why you have taken the position that you have, and those reasons should be fully supported with researched evidence. If the issue your paper tackles is too complex, you may have a hard time adequately explaining and supporting your position—think focus.

**Process:** To begin this assignment, focus on defining the misconception you want to tackle, and thinking about where you might go to find information on it. You may or may not have an idea about what position you will take; if you don’t, your research should help you formulate your approach. Once you have gathered some research on the issue and formulated a position, decide on the main points of your argument. Organize and develop those points through both logical reasoning and researched evidence in support of your reasoning. Finally, pull everything together by reemphasizing your position, suggesting a solution or possible solutions, or calling on your readers to take some action in some way.

**Researched Misconception Rubric**

This rubric shows you how the argument within the paper will be evaluated.

- The paper displays a clear sense of purpose, which is to expose a current misconception in society. The thesis states a clear, focused position.
- The points are useful and sufficient.
- The points are well developed through the use of research and logical reasoning.
- The paper acknowledges and/or refutes the opposition with logic and research.
• The points are logically arranged and flow nicely into one another, creating an effective organizational structure.
• The conclusion clearly reinforces the position and reminds the reader of the purpose of the essay.
• The paper has few grammatical and spelling errors.
• The paper is formatted using MLA and contains few typos.

**EVALUATION:** This paper is worth a total of 200 points, broken down as follows:

**Supporting materials** (topic, sources, thesis session, paper workshop): 30 points

Note: For full credit, all supporting materials must be completed on time. If you change topics after sources are due, points will be deducted for the topic.

Topic (10 points)  
Sources (10 points)  
Thesis Capsule (10 points)  

**Research** (paper’s sources are sufficient, varied, and well-used): 70 points

Sufficient—five cited sources in paper,

Only 1 website (20 points)  
Varied (10 points)  
Well-used (40 points)  

**Argument** (see the rubric above)

(100 points)  

Total Points:  

**Evaluating Sources**

Hellwig

Evaluating Sources

Evaluating your sources in terms of their reliability and effectiveness is a key component to conducting research and creating an argument substantiated by research.
If your sources are not reliable or do not specifically relate to the topic of your paper, the reader will not believe your argument.

Since the internet makes it possible for almost anyone to publish or post almost anything, it is even more important to evaluate sources that you find on the World Wide Web.

There are three main components to evaluating a source:

1) The author’s background
2) The publication or website
3) The text itself

1) THE AUTHOR’S BACKGROUND

In most books, journals, or websites, you can find a brief biography on the author; however, sometimes, you may need to investigate the author through additional research, especially if you are heavily relying on his or her information and credibility.

Here are some questions to consider:

• Is the author, editor, or website creator well-known and well-regarded within the specific field that he is writing about?

• Is she affiliated with a particular institution or organization?

• What is his educational background and/or credentials? Is this background related to the topic that he is writing on? (You would not expect a Professor of Astronomy to write a reliable and authoritative paper on brain surgery.)

• Does she have firsthand knowledge of the topic or is she collecting information and compiling it together? (Usually, someone who has first-hand knowledge is considered more reliable than someone who is compiling secondary sources.)

2) THE PUBLICATION OR WEBSITE

Most publications will provide the reader with a brief section about the publication. Even websites usually have an “about” link that provides this information.

Here are some questions to consider:
• Again, is this publication or site well known and well regarded?
• What type of publication is it?

Magazines and popular newspapers are published for the majority of the public. The information is usually accurate; however, it is not often reviewed by specialists in a specific field or experts on the topic.

On the other hand, specialized journals compile papers from experts and specialists within a given field—Physical Geology, Computer Information Technology, American Literature, etc.

Many journals contain papers that have been “peer reviewed”; a peer-reviewed paper has been evaluated by other experts in the same field to determine its accuracy and relevance.

• Is the information up to date? (Websites usually provide a last updated date.)
• If it is a website, what links are on the site? Are there advertisements? Can you see a purpose for the site—advertising, selling, informational, educational, etc? (Obviously, if the site is trying to sell you something, it has a particular bias and the information may not be as valuable.)
• Is this publication or site promoting certain values? What are the likely biases?

3) THE TEXT

The text is often the most difficult part of the evaluation, which is why you should save it for last. If the author and the publication seem to be reliable, then move on to an examination of the text.

Some questions to consider:

- Is the text written from an objective or subjective point of view?
- Is it scholarly and academic or informal and conversational? (Certain research topics may require you to use more informal sources; however, you should always be aware that such sources need to be used with caution and only when necessary as they are generally not as reliable as those with a more scholarly tone and approach.)
- Does the text include adequate support and logical reasoning? Are there proper citations so that you might look up the sources if you choose to do so?

Ultimately, there is no one way to evaluate a source for its reliability; you must rely on the combination of your answers to these questions to determine the reliability of your source.
Lesson Plan: A Great Summarizing Technique: Read, Turn Over, and Write!

Submitted by: Denise Marchionda

Learning Objectives: Students will be able to:

- Write a brief summary
- Read for relevant information
- Use internal citations correctly when borrowing ideas

Core Student Success Skills:
Organization, Communication, Collaboration, and Critical Thinking

Suggested Timeframe: 50 minutes

Materials:
Scholarly articles, newspapers, textbooks, etc., (any materials that could be used for research purposes)

Context within the Course: Early in the course, as summarizing is key to research. This activity helps students to organize their sources for research. In doing this summarizing activity, students sort through sources, make detailed notes, and choose which sources are relevant to their topic.

Procedure:

1. Students are ready with pen and a clean sheet of notebook paper off to the side of their desk. They are asked not to pick up the pen until the instructor tells them to.
2. Instructor displays an article on the overhead projector.
3. Instructor reads aloud a paragraph or two of the article to the students.
4. Instructor closes the projector, and asks the students to write a summary of what was just read aloud.
5. Instructor pauses for about five minutes.
6. Students then compare what they wrote for a summary with two or three students nearby.
7. These small groups must discuss what was similar, and what was different, in each of their summaries.
8. Debrief as a whole class group.
9. Most students will have basically the same summary, with perhaps a different fact that individuals keyed in on.
10. Instructor explains that each individual summary is valid, and individuals will key in on facts that they connect to in some way. Also, while doing research, students will read articles and find the most important information that they need for their topic using this technique.
11. The instructor may continue reading aloud each paragraph, pausing for students to write summary information as time allows, or instructors may want to give the article that was displayed on the overhead projector to students to continue practicing the technique silently in class, or this can be a homework assignment.

12. Students are then given the handout, “A Great Summarizing Technique: Read, Turn Over, and Write!” to begin their own research.

**Assessment:** Either with instructor-supplied materials, or students’ own research, students will then work on using this technique while gathering research for their essays.

**Next Steps/ Optional Activities:** This technique, along with paraphrasing technique (Paraphrasing Practice Assignment), can be used throughout the course for small or large research projects. Internal citations and Works Cited page instruction can come before or after this exercise as students are preparing for longer academic research projects.

The Paraphrasing Practice Lesson may come after this lesson as it is a good comparison technique for gathering information. Using the same material for summarizing, students can paraphrase and then summarize, and then compare the outcome.

**Handout: A Great Summarizing Technique: Read, Turn Over, and Write!**

Summarizing: A summary consists of one or two sentences that summarize the main idea of what was read without using the original phraseology or structure. The summary MUST also be cited properly, as you are borrowing ideas from the original source.

When you use anyone’s material in your own work, either an idea or direct words, you MUST cite the source and give the original author credit for the idea or words.

The best way to use new information, and create an interesting research piece, is to put the new information into your own words, and then cite the original source. Here is how to do this:

**Read, Turn Over, and Write!**

1. Get the original source ready to read
2. Keep your notebook and pen handy, but DO NOT keep your pen or highlighter in your hand
3. Read a portion of the original source until you are ready to summarize (a paragraph or two should be sufficient)
4. Turn over the original source so that you cannot look at it
5. With your pen and notebook, write down a summary of what you just read
6. Continue this process until you have finished reading and summarizing the entire source
7. When you are finished summarizing the entire source, look back at the original material and be sure to write the citation of the source at the end of the summary
8. Repeat this process for each of your research sources until you have enough knowledge and research to begin writing the First Draft of the assignment on which you are working.

**Lesson Plan: Paraphrasing Practice Assignment**

Submitted by: Denise Marchionda

**Learning Objectives:** Students will be able to:

- Write a brief paraphrase
- Read for relevant information
- Use internal citations correctly when borrowing ideas

**Core Student Success Skills:**
Organization, Communication, Collaboration, and Critical Thinking

**Suggested Timeframe:** 50 minutes

**Materials:**
Scholarly articles, newspapers, textbooks, etc., (any materials that could be used for research purposes)

**Context within the Course:** Early in the course, after teaching students to summarize. This activity helps students to organize their sources for research. In doing this paraphrasing activity, students sort through sources, make detailed notes, and choose which sources are relevant to their topic.

**Procedure:**

1. Students are ready with pen in hand and a clean sheet of notebook paper.
2. Instructor distributes an article that could be used in a research assignment.
3. Students are given the handout, “Paraphrasing Practice Assignment.”
4. Instructor explains the difference between paraphrasing and summarizing.
5. Using the handout as a guide, students are asked to read the first paragraph silently, and then write one sentence that summarizes that paragraph.
6. Instructor pauses for about five minutes to allow students to read and paraphrase.
7. Students then compare what they wrote for a paraphrase with two or three students nearby.
8. These small groups must discuss what was similar, and what was different, in each of their paraphrases.
9. Debrief as a whole class group.
10. Most students will have basically the same paraphrase, with perhaps a different fact that individuals keyed in on.
11. Instructor explains that each individual paraphrase is valid, and individuals will key in on facts that they connect to in some way. Also, when doing research, students will read articles and find the most important information that they need for their topic using this technique.

12. Continue with the next paragraph, or until time has run out.

**Assessment:** Either through instructor given materials, or student research, students will then work on using this technique while gathering research for their essays.

**Next Steps/Optional Activities:** This technique, along with the summarizing technique, “Read, Turn Over, and Write!” can be used throughout the course for small or large research projects. Internal citations and Works Cited page instruction can come before or after this exercise.

At the end of the handout, there is a website that has practice exercises that students may want to use, or the instructor may assign for practice.

Using the same material, students can paraphrase and then summarize, and then compare the outcome.

**Handout: Paraphrasing Practice Assignment**

Paraphrasing is more than a summary of someone else’s material; a paraphrase is using the ideas, structure, and organization of the original author. This MUST be cited properly, as you are not only borrowing ideas from the original source, but the writer’s style and technique as well. To paraphrase, you will read the article paragraph by paragraph, and then write one sentence to summarize each paragraph.

You will be basically outlining the article.

Paraphrasing is used when an article has a lot of very important information that you want to use in your own research.

Use paraphrasing sparingly. Summarizing ideas is usually better, as it allows you to think about the ideas of different authors and come up with your own conclusions.

Article name, “______________________________” by ________________.

Please use this format to prepare your assignment.

Paragraph #1

Paragraph #2

Paragraph #3
For more information about paraphrasing (along with practice exercises) go to:

http://owl.english.purdue.edu/owl/resource/619/01/


Take a look: Notice the above MLA formatted citation for a webpage. This is what is required in academic writing. Also note, although the citation is pasted in the middle of this page, this citation would belong on the Works Cited page of an academic essay. The Works Cited page is always a separate page at the end of an academic text.

Lesson Plan: Research Slam

Submitted by: Ellen Nichols

Learning Objectives: Students will be able to

- Create a PowerPoint slide,
- Speak to the class to explain interesting facts from their research, and
- Meet the deadline of having completed a fair amount of research for their research paper.

Core Student Success Skills: Communication, organization, critical thinking

Suggested Timeframe: Two minutes per student, plus some discussion time to follow the presentations.

Materials: The instructor provides the handout (below) and will email a blank PowerPoint slide to each student in the class (via the Blackboard email feature).

Context within the Course: In order to help students complete research for their research paper, deadlines should be set. Because students are reporting to the class, this assignment has the addition of peer pressure to have this research at least begun. This exercise can also develop interest in one another’s projects and could lead to the sharing of sources and information among students. The instructor is also by this method clued into the depth of research that has been completed and the types of sources the students are accessing.
Procedure: The instructor tells the students they will be given two minutes to tell the class about the three to five most interesting facts they have so far discovered on their topic. To do so, they will be sent by the instructor a blank PowerPoint slide to fill in and return via email to the instructor. Then on the day of the slam, the instructor will project the slides; whenever the student’s slide appears is when they will speak to the class.

During the next class, the instructor will project the slide for the class to see and demonstrate how to fill in the slide. The topic and the student’s name should appear in the “title” section of the slide. Then, students should be instructed that they are to only list three to five bullet points – phrases only, no complete sentences. The slide is to serve as background and support to their presentation to the class. They are not to turn and read from the slide. They will need to prepare notes so that they can look at their classmates at all times. Their job is to explain what is so interesting about the facts they have discovered; they should be trying to help their classmates to share their interest in the topic.

Using the email feature in Blackboard (request a tutorial from Nancy Curll at curlln@middlesex.mass.edu if you are unfamiliar with this feature), the instructor sends a blank PowerPoint slide of his/her own choosing to each class member as an attachment. Remind students to return the slide to their instructor via email at a set time before the next class session so that the instructor will have time to copy each slide into a presentation.

During class, the instructor starts the slide show presentation. Each student comes to the front of the class and explains their interesting facts to the class as his or her slide appears on the screen. Then, the instructor will ask each student to describe the types of resources that have been helpful in the research process so far.

Handout: Research Slam

As a means to report out to the class about what you are learning through your research, you will be creating a PowerPoint slide and speaking to the class about some of the interesting facts you have discovered on your topic.

You will:

1. Receive a “blank” PowerPoint slide as an email attachment from your instructor.
2. In the “Title” section of the slide, type your topic and your name.
3. In the “Body” of the slide, list three to five interesting facts on your topic as bullet points. Use only phrases; no complete sentences.
4. Return the slide to your instructor by (time and date) as an email attachment.
5. When your slide appears in the slide show, you will have two minutes to address the class. Do not look at your slide but use notes. Explain to the class why you find these facts interesting.
6. You will be asked what types of sources you have found helpful in your research.
Next Steps/Optional Activities: Following the “slam” the instructor can focus on the types of source material students are accessing. Many students depend on Google searches and may not be accessing quality source material. It is better to discover this before the rough draft of the paper is completed and turned in for feedback.

Assessment: This assignment requires students to use several communication skills: oral, written, technical and information literacy. The quality of this communication will be easy to assess based on the students’ presentation and knowledge of sources. In addition, there will be some indication of the students’ time management skills, which are necessary for completion of the research paper. This can be a pass/fail assignment, can count towards class participation or can be a part of the research paper assignment points.

Lesson Plan: Using the Research Proposal as a Working Document and an Organizational Tool

Submitted by: Ardella Montgomery

Learning Objectives:

Students will be able to:

- Develop a plan for managing a complex process
- Systematically collect, organize and maintain materials for a lengthy assignment
- Identify available time and manage it consistently and effectively
- Self-monitor and self-assess progress

Core Student Success Skills:
Self-assessment, Organization, Communication, and Critical Thinking

Suggested Timeframe: 4-week process (80 minutes total class time)

Week 1: 50 minutes of class time
Week 2: 15 minutes of class time
Week 3: 15 minutes of class time
Week 4: no class time
Materials:

- Two-pocket folder (used to house Research Proposal draft/revision/final; printed copies of sources; and, eventually, Research Paper draft and final iterations)
- *Writing the Research Proposal* (handout); based on an idea adapted from The Bedford Researcher, 3rd edition, by Mike Palmquist

Context within the Course:

This process prepares students for writing a research essay and will occur before students engage in the prewriting activities leading to the first draft of their research essay. Before undertaking the research proposal, students should choose their topics of interest. They should also have engaged in activities such as these:

- Audience, Purpose and Persona (suggested lesson in this booklet)
- Writing an Effective Thesis Statement (suggested lesson in this booklet)
- Assessing Scholarly Sources (suggested lesson in this booklet)
- Evaluating Online Sources (suggested lesson in this booklet)
- Summary and Paraphrase activities (suggested lessons in this booklet)
- Annotation instruction and activities
- MLA documentation lessons
- Research instruction in the Middlesex Community College library

Procedure:

**Week 1 (50 minute lesson)**

1) Introduce the students to the concept of a research proposal and its purpose as a working tool that will allow them, through a gradual process, to solidify the topic, thesis statement, and source materials they will use for writing their research papers.

2) Distribute *Writing the Research Proposal* handout and explain the 5 major sections of the proposal.

3) Distribute the Sample Format for a Research Proposal.

4) Reiterating that the proposal is a working document, assign Draft 1 and, using the handouts, explain the sections that are due in one week’s time:
   - Introduction (heading only as a placeholder)
   - Review of literature (heading only as a placeholder)
   - Plan to collect information (paragraph)
   - Project timeline (paragraph; not in bulleted form, but in complete sentences with proper punctuation of dates)
Note: The professor may want to quickly review punctuating dates within formally written material.

- Working Annotated Works Cited (1/3 of sources)

5) For next week’s (Week 2) submission of the Research Proposal folder:
   (a) Require that students print their sources and staple each one independent of the other
       (so the professor can easily review source material and its use). Note: Printing material works only for online sources.
   (b) Direct students to place the materials in the Research Proposal folder as follows:
       Right side pocket
       Research Proposal Draft
       Left side pocket
       Printed sources (stapled individually) in the order they are listed in the Working Annotated Works Cited
   (c) Ask students to check their paper against the checklist and submit the checklist in their folder

Week 2 (Add Introduction and another 1/3 of sources)
1) Collect, assess, and return student’s Research Proposal draft and printed sources to date.
2) During the wait for the returned Research Proposal draft, students should seek the next 1/3 of their sources and work on writing the introduction for the research proposal.
3) Explain and assign the additions (in bold below) students will make when they return the revision of the draft they have just completed (15 minutes):
   - Introduction (paragraph)
   - Review of literature (heading only as a placeholder)
   - Plan to collect information (revised, if necessary, according to student’s self-assessment and professor’s suggestions)
   - Project timeline (revised, if necessary, according to student’s self-assessment and professor’s suggestions)
   - Working Annotated Works Cited (add the next 1/3 of sources for a total of 2/3 of sources)

4) For next week’s (Week 3) submission of the Research Proposal folder:
   (a) Require that students print their additional sources and, as before, staple each one independently.
   (b) Direct students to place the materials in the pocket folder as follows:
       Right side pocket:
       Research Proposal Revision
       Research Proposal Draft behind the Revision (each stapled separately from the other for side-by-side comparison)
       Left side pocket:
       New printed sources (stapled individually)
Previously reviewed printed sources behind the new sources
(alternatively, you could request students to include the sources in the same order as listed in the Working Annotated Works Cited)

**Week 3** (Add Review of Literature and last 1/3 of sources)
1) Collect, assess and return student’s revised Research Proposal and printed sources to date.
2) During the wait for the returned Research Proposal Revision, students should seek the final 1/3 of their sources and work on writing their review of the literature they have (and are) finding.
3) Explain and assign the additions (in bold below) students will make when they revise this second iteration of the proposal. This is the last revision of the paper; the next paper is the Final Research Proposal (15 minutes):
   - Introduction (*revised, if necessary, according to student’s self-assessment and professor’s suggestions*)
   - Review of literature (a paragraph or two)
   - Plan to collect information (completed in the draft’s revision)
   - Project timeline (completed in the draft’s revision)
   - Working Annotated Works Cited (*add the last 1/3 of sources* to complete the list)
4) For next week’s (Week 4) submission of the Final Research Proposal:
   (a) As this is no longer a working document, remind students to remove the word *Working* from their title and their Works Cited.
   (b) Require that students print their additional sources and, as before, staple each one independently.
   (b) Direct students to place the materials in the pocket folder as follows:
      *Right side pocket:*
      - Final Research Proposal
      - Research Proposal Revision
      - Research Proposal Draft behind the Revision (each stapled separately from the other for side-by-side comparison)
      *Left side pocket:*
      - New printed sources (stapled individually)
      - Previously reviewed printed sources behind the new sources

**Week 4**
1) Collect, assess and return student’s Final Research Proposal and all printed sources.
2) As you review the final submission, the class may begin prewriting activities for the research paper itself.

**Assessment:**
Professors may assess the stages of the research proposal (draft, revision, final) using the same point system they use to evaluate other written essays. Professors may also choose to provide additional points for the maintenance of the Research Proposal folder.
For student self-assessment, the professor may provide a checklist for each of the stages so the student can determine prior to submitting the work if s/he has completed the assignment requirements for that stage (see sample).

**Next Steps:**
By the final research proposal iteration, students will have a clear understanding of their topic, a solid thesis statement, an awareness of their audience, an annotated list of sources they will use, and the actual printed sources on hand. Now they are ready for prewriting activities in synthesis and organization, and, ultimately, the use of their sources as evidence and credibility for their own ideas in their research papers.

**Optional Activities:**
The class may attend a scheduled library visit each week to locate sources. These visits would add three 50-minute class sessions.

The professor may opt to use class time incorporating collaborative activities in which students share the results of their research within groups and receive peer feedback as the process moves along. Also, the professor may choose to pair the students, have them swap papers, and, using a blank checklist, review each other’s paper for completeness.

The professor may also require (or encourage) students to highlight salient points in their printed material and take brief notes in the margins of the printed material before submitting the articles.
Handout: Writing the Research Proposal

A research proposal is a written document that communicates the topic you intend to research. It is a plan of action that lets you manage your research activities. The process of creating the proposal serves as a prewriting activity for your research paper. As you locate, read and analyze source material, this document allows you to collect and manage the material you find and the thoughts you are developing around your topic.

It also lets you communicate your thinking about your topic for yourself and your audience (including your professor). Through it, you track your progress in written form.

At the conclusion of the research proposal process, you will have a clear understanding of your topic, a solid thesis statement, an awareness of your audience, and an annotated list of sources you will use. You will also have the actual printed sources on hand, and you will have completed your Works Cited. By the end, you will be ready for the prewriting activities that will lead to your finished research paper.

Introduction: What do you need to include?

One or two paragraphs that provide:

- The issue your paper will address
- The question(s) this issue brings up, differences of opinion
- The audience
- Your preliminary thesis statement

Note: Start with a clear statement and your stance on the topic. You will consider your thesis statement as you read and think during your search process and finalize it by the final draft of the proposal. Your stance may change as you read the opinions of others.

Review of Literature:

One to two paragraphs that summarize all of the sources you have read and analyzed in preparation for writing your research paper (a summary of the information you have provided in your Annotated Works Cited). It is to be written after you have collected all of your sources.

- A brief overview of all of the key ideas, information, and arguments you have found in the sources you have read
- An explanation of why you have included these sources in your Works Cited
Plan to Collect Information:

Create a paragraph or two providing your research strategy. Consider the following:

- Where will you look for information?
- As you progress, where are you actually finding material?
- Whom will you include in your search (for example, librarians, people you may interview for their opinions on your topic, peer research partner)?

Projected Timeline:

Create a paragraph that gives the span of time your research will take from start to finish. Include the following:

- All specific due dates in weeks 1, 2, 3, and 4
- Dates of library visits
- Estimated, then actual, time spent looking up and reading material
- Estimated, then actual, time writing the proposal drafts and final paper
- Projected date of completion (final due date of your finalized research proposal)

Working Annotated Works Cited:

A developing Works Cited list that includes a short summary of each source included. Annotating your sources will help you read and consider each source carefully as you progress. It is a way to keep your notes and comments on each source you plan to use. Include the following:

- Author’s credentials (if provided)
- Author’s key points and opinions
- Author’s objectivity/subjectivity
- How you will use the source as supporting material in your research paper (for example, will it show an opposite view to an opinion expressed in a different source you include? Does it provide facts that prove a point? Does it give a telling example?)
Part III: Oral Communication

Lesson Plan: How Oral Skills Are Important to School and the World of Work.

Submitted by: Chris Commodore

Context within the Course: This plan should be introduced at least two weeks prior to students’ preparation for the Oral presentation class project.

Learning Objectives: At the end of this exercise, students will be able to:

- Demonstrate ability to prepare and deliver a 3-minute class presentation
- Demonstrate basic public speaking skills such as eye contact, articulation, and general corporal demeanor in a public speaking milieu.
- Communicate effectively an idea of personal interest to a chosen audience.


Suggested Timeframe: 75 minutes

Materials: Handouts/copies of the following: (samples listed in Attachments)

- The Guy in the Glass, a poem by Dale Winbrow
- The New Colossus, a poem by Emma Lazarus
- The Gettysburg Address, by Abraham Lincoln
- I Shall Fight No More, Forever, by Chief Joseph

Overview: The purpose of this exercise is to help students build confidence in and recognize oral skills as a necessary component of both oral and written communication.

Procedure:

A week or so before students do their own presentations, the instructor should do a preliminary PowerPoint presentation emphasizing key skills in oral presentation. Follow this by a fifteen- minute interactive discussion in which students discuss the key points of the presentation. Explain to students that oral presentation exercises help build confidence in students in public speaking settings and the World of Work. Have adequate copies of the handouts listed in Materials; other similar readings can be substituted.
Using the handout listed in *Materials*, have students take turns reading these selections in front of the class. Allow at least three minutes for each reading, so that students will feel comfortable. Because each student will be doing a presentation in subsequent weeks, this activity should serve as a good practice exercise for eye contact, poise, articulation, tone, and other corporal demeanor.

After the activity exercises, ask that each student select and prepare a topic on which to deliver a 3-minute class presentation. This will be the sole activity for class that day. The topic of choice may be a poem, a selective reading, a newspaper article, or some other material of student’s own creation. Students should be encouraged to use material similar to the samples already used in class. Students’ presentations may begin with a brief explanation, but there will be time set aside for general peer feedback.

**Assessment:** A panel of “judges” selected from among the class will be selected to help assess this exercise. Five students will be chosen for that panel. The instructor will facilitate the overall exercise, but should encourage one of the judges to assume “control” of proceedings. Each judge will be given a scorecard to be used for the evaluations. While a judge is making his or her presentation, the instructor will fill in the gap left at the panel so that there will always be five judges (See the attached evaluation form).

Between fifteen and twenty minutes will be set aside for discussion and review of presentations. This final exercise is intended to give students a chance to critique the various elements of presentations.

**Next Steps/Optional Activities:** Instructor could conduct a second oral presentation exercise to be followed by a similar interactive peer review.

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**Handout:**

1. Gettysburg, Pennsylvania
   November 19, 1863

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to
add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

2. The New Colossus By Emma Lazarus - 1883

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!"

3. I Will Fight No More Forever (Surrender Speech by Chief Joseph of the Nez Perce Indian Tribe)

I am tired of fighting.
Our chiefs are killed.
Looking Glass is dead.
Toohulhulstote is dead.
The old men are all dead.
It is the young men who say yes or no.
He who led the young men is dead.
It is cold and we have no blankets.
The little ones are freezing to death.
My people, some of them, have run away
to the hills and have no blankets, no food.
No one knows where they are—perhaps freezing to death.
I want to have time to look for my children and see how many I can find.
Maybe I shall find them among the dead.

Hear me, my chiefs. I am tired. My heart is sick and sad.
From where the sun now stands, I will fight no more forever.

4.  The Guy in the Glass by Dale Winbrow 1896-1954

When you get what you want in your struggle for self,
And the world makes you king for a day,
Then go to the mirror and look at yourself,
And see what that guy has to say.

For it isn’t your Father, or Mother, or Wife,
Who judgment upon you must pass.
But the feller whose verdict counts most in your life
Is the guy staring back from the glass.

He’s the feller to please, never mind all the rest,
For he’s with you clear up the end,
And you’ve passed your most dangerous, difficult test
If the guy in the glass is your friend.
You may be like Jack Horner and “chisel” a plum,
And think you’re a wonderful guy,
But the man in the glass says you’re only a bum
If you can’t look him straight in the eye.
You can fool the whole world down the pathway of years,
And get pats on the back as you pass,
But your final reward will be heartaches and tears
If you’ve cheated the guy in the glass.
**Lesson Plan:** Procedure for a Debate

**Submitted by:** Ellen Nichols

**Learning Objectives:** Students will be able to:

- Identify evidence from several articles that support a single position
- Consider opposing viewpoints
- Collaborate on organizing evidence from several articles
- Participate in the debate as either a representative debater or as a questioner from the audience.

**Core Student Success Skills:** Critical thinking, collaboration and communication

**Suggested Timeframe:** 45 minutes

**Materials:** Links or copies to three articles on a single topic. In the original lesson, three articles about the Nike Corporation were used: “Worker Rights Violations at Nike Factory in Malaysia” [http://www.cbc.ca/world/story/2008/08/01/nike-violations.html]; “Why Organic & Justice-Minded Consumers Should Boycott Nike & Other Multi-National Brand Products” [http://www.organicconsumers.org/articles/article_13264.cfm]; “Nike Lists Abuses at Asian Factories” [http://yaleglobal.yale.edu/content/nike-lists-abuses-asian-factories].

**Context within the Course:**

This activity would be most effective after students have been introduced to close reading techniques and before the formal research paper is initiated. The preparation for the debate will reinforce close reading, provide a purpose for the reading, and give students practice in supporting claims with evidence as well as integrating material from several sources. These are all skills that will be utilized in the formal research-based position paper that is required as a part of Composition I.

**Procedure:**

1. Students are assigned three articles on a topic, such as the three articles on Nike Corporation’s treatment of workers by overseas suppliers (listed above). These articles are available to students via links provided on the Blackboard site for the class. Students are instructed to create a grid that will help them respond to the question of whether or not students should buy Nike products. On the grid, they are to list each article and their own thoughts, then list pros and cons to buying Nike from each article. Such as:
For each article students are asked to fill in facts and reasons that would support the purchase of Nike products and those facts and reasons that support the position of avoiding Nike products. The grids are brought to class, collected and given a pass or fail notation.

2. At the same time, the students are divided into four groups (counting off: one, two, three, four is one approach). Two of the groups work on building a case in favor of purchasing Nike products, and two groups build a case against purchasing Nike products. Next, each group elects one member to serve on the debate team. The four debaters sit in the front of the room. Meanwhile, instructor hands out note cards on which each class member writes a question for the position opposite from the one their group prepared for the debate.

3. One debater for each side presents reasons and facts in support of their position. Then the other two debaters alternate and respond to the opposing side’s presentation. The instructor moderates the debate from a seat among the audience. The debaters are allowed fifteen minutes of back and forth, presenting their arguments.

Then the instructor pulls names of audience members out of a “hat” and calls on the student to ask his/her question. Or alternatively, the instructor collects the questions; then chooses which questions to ask the panel. In any event, all questions are collected and students are evaluated on their questions (pass/fail).

4. The instructor can end the debate by asking for a summary statement from each side. If the debate is going to be a step toward writing an essay on this topic, these summary statements could be recorded, then evaluated as possible thesis statements for the upcoming essay. Further instruction could be given on the appropriate ways to use source material to support a position in a college essay utilizing MLA or other format. Alternatively, the class can be asked why or why not these articles and the debate affected their own position on buying or not buying Nike. This can lead to a discussion of the quality of evidence needed to support a position and to persuade an audience.

**Assessment:** Students will hand in the grid used to identify key reasons for both pro and con positions. Students will participate in the debate either as a designated debater or as a questioner from the audience who hands in written questions. The goal of the assessment is to
evaluate whether students were able to identify key reasons for both positions from the readings and whether they understood and could evaluate both positions well enough to formulate questions for the opposing viewpoint.

Next Steps/Optional Activities: The debate could lead to an essay assignment for which students choose a position and use reasons and evidence from the three articles to support their thesis. MLA format for documentation of source material could be taught, then applied to the writing of this essay. This essay could work as good preparation for the formal research paper for which the students will not only write a paper that incorporates and integrates material from several sources, as in this essay assignment, but will also do the search for source material as well.

Title III Learning Engagement specialist Paula Dias could be contacted to find an appropriate speaker to bring further information on the topic. In the original lesson, the Nike Corporation and the treatment of employees by their suppliers was the focus. An appropriate speaker (for instance, John Wooding from UMass, Lowell) could address the topic of fair trade. Contact Paula Dias at: diasp@middlesex.mass.edu.
Part IV: Title III Resource Personnel

As a part of the Title III: Strategies for Success grant, Middlesex has employed two support staff who are available to work with faculty implementing the strategies in their courses.

Peter Shea: Title III Pedagogical Designer

Peter’s job duties include:

- Helping instructors craft effective presentations
- Demonstrating the use of new learning technologies such as interactive tutorials and simulations
- Providing summaries of pertinent research on teaching and learning
- Advising on document design & online learning strategies

Peter developed the tutorials on MLA & APA format which are found in this guide. He has also, among other things, consulted with faculty on instructional uses of computer games and simulations designed to guide students to knowledge through interactive technology. He is an avid learner and good partner for finding new techniques for fostering student success.

Peter can be reached at sheap@middlesex.mass.edu or (781) 280-3561.

Paula Dias: Learning Engagement Specialist for Strategies for Success

Paula’s role is to support faculty in creating and implementing classroom engagement activities. She is available to assist with the logistics and planning of any idea you may have to enhance your course material. Classroom engagement can include activities such as in-class workshops, guest speakers, field trips, and Food for Thought. Please contact Paula at diasp@middlesex.mass.edu or (781) 280-3633 with any questions or to make an appointment. Paula is eager to assist faculty to brainstorm ideas. See the following as suggestions and forms to aid in the development of classroom engagement activities.

Request form:

The overall goal of the Classroom Engagement Activities is to increase student success and engagement in redesigned Strategies for Success classes particularly in the areas of Critical Thinking, Collaboration, Communication, Organization and Self-Assessment.

Faculty Name:

Date and time of activity:
Location:

Number of students expected:

Estimated cost:

Request Consultation with Paula Dias? □ Yes     □ No

(Assistance with logistics, coordinating details, brainstorming ideas)

Campus:

■ Bedford
■ Lowell
■ Both

Who can attend?

■ Only students in my class
■ Open to all MCC students

Please describe your idea: (see reverse for sample activities)

All activities should assist students in one or more of the following categories:

■ Engage with one another and with faculty and staff in or outside the classroom
■ Assess and build academic, personal, or professional skills
■ Access essential College resources
■ Identify and create academic or career goals

Submit this form to Paula Dias at diasp@middlesex.mass.edu or Bedford Campus Center 203 and send a copy to your division dean

Sample Classroom Engagement Activities

Movie: If there a movie that would help students understand the course material better or complement the classroom experience, we can help you order and set up the movie to show in your class.

Class Community Service Project: The Center for Community Engagement has various projects that can be done during one class session or throughout the semester. This kind of activity can often enhance the
classroom experience as students build relationships with each other and the professor, as well as learn about an important cause.

Fieldtrip: There are many local museums, businesses, and non-profit organizations in Massachusetts where you can bring your students. We can help you set up an appointment and organize transportation to the location of your choice.

Focus 2 Tutorial: Invite a career counselor to your classroom to teach students about the free online career assessment tool available to all MCC students. This activity can be done during one classroom session and will help students explore their skills, interests, values, and translate these into possible careers. The MCC career counselor is also available for individual follow-up appointments for students who are interested.

Resume and Cover Letter Writing Workshop: Career counselors are available to teach your students how to prepare a professional resume and cover letter as well as talk about job search strategies and interviewing tips.

Stress Management Workshop: Personal counselors on both campuses can come into your classroom to talk to students about stress reduction, issues with procrastination, and time management strategies.

Debt and Credit Presentation: The Massachusetts Office of Consumer Affairs offers free presentations to college students about the realities of credit cards, debt, credit scores, and financial management. We can schedule a presentation for your class at your convenience.

Study Smarter Tips and Writing and Revision Techniques: The Academic Support and Tutoring department offers these workshops and more to all MCC faculty and students. You can have a tutor come to your class during the semester to talk about a specific topic or general study and writing tips.

Food for Thought: A fantastic opportunity for a good meal and informal conversation with your students outside the traditional classroom setting. You choose the food and location; we plan the details and pay the bill.

Other Guest Speaker or Activity: Do you have another workshop or presenter that you would like to have come to your class? Is there a specific activity that you think would increase student engagement in your classroom? We can help you with the planning and logistics of your idea.

Questions? Please contact Paula Dias at diasp@middlesex.mass.edu or 781-280-3633
Part V: Course Schedules

Ardella Montgomery’s Course Schedule

Schedule

As this course was redesigned under the Title III grant, Strategies for Success, students will demonstrate improvement in their:

- **critical thinking**: analytical, evaluative, and problem-solving skills
- **collaboration**: community in class, student development, service learning, civic engagement
- **communication**: oral, written, quantitative, technological, information literacy
- **organization**: time management, note taking, test taking, study skills
- **self assessment**: academic goal setting, career goal setting, self advocacy

Items on the class schedule that are in italics were designed to support student learning in these areas.

| Sept. | 8     | **Introduction**  
|       |       | Writing Sample and Confirmation of Placement |
| 10    | Syllabus and Introductions / Blackboard Site |
| 13    | **Complete Syllabus**  
|       | *Professional Email Lesson  
|       | Homework: Send professional email/Syllabus Quiz (due 9/15) |
| 15    | Writing/Academic Writing/Intro to MLA (examine sample paper)  
|       | Homework: Read three articles on greed (one by 9/17, two by 9/20). |
| 17    | Overview: Writing as Process  
|       | Organizing Essays/ Planning/Prewriting  
|       | Homework: Complete reading of articles on greed (by 9/20) |
| 20    | **Portfolio Binder Check 1**  
|       | *Audience, Purpose and Persona  
|       | Homework: Read assigned essay for upcoming Essay 1 |
| 22    | *Writing the Effective Thesis Statement  
|       | Homework: Read 2nd assigned essay for upcoming Essay 1 |
| 24    | **Essay 1 (A) Assignment /Discuss Essay 1/ Plan/ Pre-write**  
|       | Homework: Essay 1 Plan due 9/27  
<p>|       | Homework: Bring in one printed online story of good or one printed online story of evil (two copies; one for you and one for the professor) |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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</table>
| 27   | Evidence/Types of Evidence/Stories of good and evil  
Citing two essays from a book and two stories from online sites using MLA |
| 29   | *Paraphrase Lesson (Plagiarism Prevention)  
Homework: Find at least one quotation about good and/or evil for your essay. |
| Oct 1 | Essay 1 (A) due  
Incorporating Paraphrases and Quotations (punctuating, attributing, citing correctly)  
Essay 1 (B) Assignment (due 9/8)  
(to Essay 1 A add paraphrased stories, add quotations; add sentence variety) |
| 4    | *Understanding Sentence Structure and Variety in Written Communication  
Homework: Complete Essay 1 (B)  
Upcoming Grammar/Style Exercise 1: Sentence Variety (due 10/8) |
| 6    | Essay 1 (B) due  
Assignment of Essay 2/ Discuss Essay 2/ Plan/ Pre-write  
Homework: Read assigned essays |
| 8    | Grammar Style Exercise 1: Sentence Variety Due  
Work on Plan for Essay 2  
Portfolio Binder Check 2  
Homework: Plan for Essay 2 |
| 11   | NO CLASS   Columbus Day |
| 13   | Typed Plan for Essay 2 due  
Grammar Style Exercise 2: Independent Clauses and Punctuation |
| 15   | *Vocabulary Enhancement  
Homework: Add 3 new vocabulary words to and upgrade 3 word choices for Essay 2 (A) |
| 18   | Grammar Mechanics Style 2 Due: Independent Clauses and Punctuation  
*Transition: The Connection Clip  
Homework: Add minimum of 3 internal transition words/ phrases per paragraph to Essay 2 |
| 20   | Essay 2 (A) Due  
Writing a Developed Introduction  
Homework: Add an intriguing introduction for Essay 2 (B) |
| 22   | Writing a Developed Conclusion  
Homework: Add a non-repetitive, non-summary conclusion to Essay 2 (B) |
| 25 | Meet Mr. Shakespeare: 1st, 2nd, and 3rd Person and Objectivity/Subjectivity  
Homework: Grammar / Style Exercise 3: 1st, 2nd, 3rd person (due 11/29, not next class) |
| 27 | Essay 2 (B) due  
(to Essay 2 A add sentence variety, developed introduction, developed conclusion, new and upgraded vocabulary words, transition words and phrases)  
*Using the Research Proposal as a Working Document and an Organizational Tool  
Selecting a Research Topic (choice due by 11/1)  
Homework: Mid-semester Assessment |
| 29 | Grammar / Style Exercise 3: 1st, 2nd, 3rd Person due  
Portfolio Binder Check 3  
Research Folder Check  
*Summary Lesson (Plagiarism Protection): Learn to annotate. |
| Nov 1 | Mid-semester Assessment Due  
MEET IN LIBRARY: Library Session Overview  
Homework: Locate one pro and one con article for your research paper. |
| 3 | *Assessing Scholarly Sources  
Homework: Read 1st and 2nd articles for upcoming debate.  
Continue to locate and study articles (pro and con for your research paper). |
| 5 | *Evaluating Online Sources  
Homework: Read 3rd article for upcoming debate.  
Continue to locate and study articles (pro and con for your research paper). |
| 8 | Research Proposal Draft and printed sources Due (1 pro and 1 con source w/printout: Total 2 sources)  
*Procedure for a Debate  
Homework: Continue to locate and study articles (pro and con for your research paper). |
| 10 | Pronoun Agreement  
Homework: Grammar / Style Exercise 4: Pronoun Agreement (due 11/15) |
| 12 | Research Proposal Revision and printed sources due  
(1 new pro and 1 new con source for a Total of 4 sources) |
| 15 | Due: Grammar/ Style Exercise 4: Subject/Verb and Pronoun Agreement  
MEET IN LIBRARY: Library Session |
| 17 | Research Proposal FINAL and printed sources Due (1 new pro and 1 new con source for a Total of 6 sources)  
Research Paper Plan |
<table>
<thead>
<tr>
<th>Date</th>
<th>Homework:</th>
<th>Details</th>
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</thead>
</table>
| 19    | Research Paper Plan Due | Portfolio Binder Check 5  
*Parallel Structure in Oral and Written Communication  
Homework: Grammar Exercise 4: Parallel Structure (due 12/1) |
| 22    | *Brainstorming Descriptive Details (may adjust to an inside location if cold)  
Homework: Descriptive Assignments (due no later than 12/10) |
| 24    | Research Paper A Due  
Essays to Use in Writing Essay 3(A)  
/ Read and discuss essays in class  
Homework: Essay 3 A Plan due 12/1 |
| 26    | No Class--Thanksgiving Break |
| 29    | Discuss Essay 3/ Plan/ Pre-write / Finish plan in class  
Literary present |
| Dec. 1 | Essay 3 A Typed Plan due  
Grammar / Style Exercise 4: Parallel Structure due  
Grammar /Style Exercise 5: Punctuating conversation and quotes; using description in a story |
| 3     | Research Paper Final Due  
Work on story for Grammar / Style Exercise 5 in class |
| 6     | Essay 3 (A) due  
Peer Review of Essay 3 (A) |
| 8     | Portfolio Binder Check 5 (FINAL PORTFOLIO CHECK)  
Grammar /Style Exercise 5: Punctuating conversation and quotes; using description in a story due (bring two copies)  
Share stories in class |
| 10    | Last Day for Optional Descriptive Paper  
Team Review game: Punctuation, Grammar, Style |
| 13    | Essay 3 (B) due  
*Evaluation Essay discussion  
Homework: Preparation for Evaluation Essay |
| 15    | Last Day of Class: Evaluation Essay |
| 16-22 | Final Exam at assigned time |

This schedule is subject to change, so be sure to check with your classmates for any changes in assignments or due dates in the event you must miss class.
Description

This course was redesigned as part of the Title III grant, *Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement*. The course materials focus on key skills of communication, critical thinking, collaboration, organization and self-reflection. 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 your communication, critical thinking, collaboration, organization and self-reflection skills by the end of the semester. Many of the activities in this course focus on the development of these skills, and the activities on the course calendar which are marked with an asterisk are featured as examples of "best practices" in the English Composition I Course Curriculum Guide.

**Course Syllabus ENG101: English Composition 1, Section ____**

**Time/Date/Room**

**Instructor:** Cathy McCarron  
**E-mail:** mccarronc@middlesex.mass.edu  
**Office:** 109 South Academic  
**Extension:** 3926  
**Office Hours:**  
Please feel free to stop by my office or contact me by email or phone. Emails will be answered usually the same day; always within 24 hours.

**Tentative Course Calendar: Homework & Due Dates**

*Assignments designed for Title III are designated with an asterisk.*

<table>
<thead>
<tr>
<th>Week 1</th>
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| 1/26          | First Day Questionnaire; Syllabus Review; Writing Sample  
**HW:** Purchase textbooks. Read “How to Manage Yourself.” (There will be a quiz on Thursday.) |
| 1/28          | Introduction to Writing a Summary & Response. Summary Activity.* **HW:** Write Draft 1 of summary. |

<table>
<thead>
<tr>
<th>Week 2</th>
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<tbody>
<tr>
<td>2/2 (Draft 1 of Summary due at the beginning of class.)</td>
<td>Action Verb Activity. <strong>HW:</strong> Read “What Your Leader Expects of You.”</td>
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<tr>
<td>2/4</td>
<td>Discussion of article. Writing Concisely Exercise. <strong>HW:</strong> Read “Reaching Your Potential”</td>
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<tr>
<th>Week 3</th>
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<tbody>
<tr>
<td>2/9</td>
<td>Watch part of Frontline Video on WalMart. Vocabulary Enhancement Activity.* Procedure</td>
</tr>
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</table>
for a Debate Activity.*  **HW:** Write draft 2 of summary.

**2/11 (DRAFT 2 due at the beginning of class.)** Peer Review Summaries. Review note-taking strategies. Sentence Revision Exercise.

HW: Complete summary. Read three articles on greed.

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<thead>
<tr>
<th>Week 4</th>
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<tr>
<td>2/16 PAPER #1: Summary DUE at the beginning of class. Discuss paper #2. Library Demonstration.</td>
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</table>

HW: Begin draft 1 of Analytical Paper.  
2/18 Evaluating Online Sources* and Assessing Scholarly Sources Activities.*  Watch part of Frontline Video on WalMart. HW: Complete draft 1 of Analytical Paper.

<table>
<thead>
<tr>
<th>Week 5</th>
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<tr>
<td>2/23 (Draft 1 of Analytical Paper due at the beginning of class.) Thesis Statement Exercise.*  HW: Read HBR article.</td>
</tr>
<tr>
<td>2/25 Incorporating Quotes Exercise. Writing an Effective Introduction. <strong>HW:</strong> Begin thinking of topic for research paper.</td>
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<th>Week 6</th>
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<tbody>
<tr>
<td>3/2 Panel Discussion.* <strong>HW:</strong> Read chapter 6 in textbook.</td>
</tr>
<tr>
<td>3/4 DRAFT 2 of Analytical Paper due at the beginning of class. Peer Review Analytical Paper – moving from draft to group presentation. <strong>HW:</strong> Complete Analytical Paper.</td>
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<tr>
<th>Week 7</th>
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<tbody>
<tr>
<td>3/9 Paper #2: Analytical Paper due at the beginning of class. <strong>HW:</strong> Think of Topics for Research Paper</td>
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<tr>
<th>Week 8</th>
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<tr>
<td>Vacation</td>
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<th>Week 9</th>
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<tr>
<td>3/23: Instead of class; meet individually in conference to discuss paper. <strong>HW:</strong> Read HBR article.</td>
</tr>
<tr>
<td>3/25 Lead, Thesis Statements &amp; Topic Sentences <strong>HW:</strong> Write first draft of paper. (due 3/30)</td>
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<tr>
<th>Week 10</th>
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<tbody>
<tr>
<td>3/30 Draft 1 of Research Paper due at the beginning of class. Oral Presentation activity.* <strong>HW:</strong></td>
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</tbody>
</table>
| Week 11 | 4/6: Brainstorming Descriptive Details activity.* HW: Write draft 2 of research paper. Read HBR article.  
| Week 12 | 4/13: Draft 2 of research paper due at the beginning of class. Peer Review research papers. HW: Read HBR article.  
| Week 13 | 4/20 Research paper due at the beginning of class. Discuss final paper.  
|         | 4/22 HW: Write Draft 1 of final paper. (due 4/27) |
| Week 14 | 4/27 Draft 1 of final paper due at the beginning of class. Transition activity.*  
|         | 4/29 HW: Write draft 2 of final paper. |
| Week 15 | 5/4 Draft 2 due at the beginning of class. Peer Review draft 2.  
|         | 5/6 Begin Evaluation essay*.HW: Complete final paper. |
| Week 16 | 5/11 Final paper due at the beginning of class. Presentations  
|         | 5/13 Presentations |
Chris Commodore’s Course Schedule

Description

Consistent with the Title III Grant initiative, this syllabus has been redesigned to reflect Strategies for Student Success, Increasing Achievement, Diligence in Scholarly Pursuit, and Student Retention and Engagement. As a result, all class activities (as noted by *) have been planned to address the five core values of Communication, Critical Thinking, Collaboration, Organization, and Self-Assessment contingent upon the following definitions:

Communication: the ability to reproduce learning experiences and values clearly in both oral and communication.

Critical Thinking: the ability to incorporate knowledge and reasoning to arrive at logical conclusions in problem solving.

Collaboration: the ability to work collaboratively (in groups) to gather and share information or other data for collective consensus and problem solving.

Self-Assessment: the ability to evaluate and relate both personal and collective findings or observations to current and future life situations; use both what has “worked well” and “what has not” to address and possibly resolve other similar situations.

Organization: the ability to correlate similar material from different sources, to be logical in understanding both oral and written presentations, and to use written directions to plan and manage one’s daily assignments in school and the world of work.

TENTATIVE CLASS LECTURE SCHEDULE:

Week #1: Sept. 7-10 Writing placement test: Students will spend most of this class writing an essay. A writing prompt for this exercise will be provided. Included: Overview of course syllabus, required class materials, class and course expectations, students’ responsibilities, concerns. The first official assignment will be given out and explained. Text:


Week #2: Sept. 14-17 Text: Part One: Chapters 1, 2 - pp. 3-46 The Basics of the Short Story: Prewriting/The Thesis Statement
### Week #3: Sept. 21-24
Text: Part One: Chapters 3, 4 - pp. 47 - 90 The Body Paragraphs
Beginnings and Endings

### Week #4: Sept. 28- Oct. 1
Text: Part One: Chapters 5, 6 - pp. 91 - 143 Drafting & Revising: Creative

### Week #5: Oct. 5 – 8
Thinking, Critical Thinking/ Effective Sentences (Possible Test on covered material so far)

### Week #6: Oct. 12-15
Text: Part One: Chapters 7, 8 - pp. 145 - 179 Word Logic, The Reading-Writing Connection

### Week #7: Oct. 19 - 22
Text: Part Two: Chapter 9 Purposes, Modes, and Strategies - pp. 183-274 Exposition: Six Strategies: One, Two, Three, Four, Five, Six

### Week #8: Oct. 26 - 29
Text: Part Two: Chapter 10 - pp. 277 – 331 Argumentation Essay

### Week #9: Nov. 2 - 5
Text: Part Two: Chapter 11 – pp: 313 – 331 Description

### Week #10: Nov. 9 - 12
Text: Part Two: Chapter 12 - pp. 334- 349 Narration Exposition

### Week #11: Nov. 18 - 20
Text: Part Two: Chapter 13 - pp. 350 – 360 Writing Essays Using Multiple Strategies

### Week #12: Nov. 25 – 27
Part Three: Special Assignments: Writing a Paper Using Research

### Week #13: Dec. 2 - 4
pp - 363 - 419

### Week #14: Dec. 9 – 11:
Part Three: Chapters 15, 16 - pp: 423 – 467 Writing in Class: Exams and “Responses” Essays/Writing about Literature

### Week #15: Dec. 15
Last Day of Class: General Review (Mock exam for Part B)

**PROJECT ASSIGNMENTS:**

1. **Book Report:** Each student will write one book review on a book chosen from one of the following two paperback choices; other books you may prefer to read are included in a reading list at the end of this syllabus.


2. **Oral Presentation:** Too often, students experience English courses in virtual silence except for the lectures and presentations of the instructor or professor. For this English Composition I course, therefore, each student is required to prepare and deliver a three-minute (3) presentation based on a prepared selection of the student’s own choice. The material chosen may be a poem, a short reading, or some other selection that has pertinent social or educational significance. Students will be graded on
material chosen and presentation. Four students will be chosen from the class to assist with the grading of this comprehensive class presentation. You are strongly encouraged to use PowerPoint and the computer (if you wish) for this assignment.

3. *A Research Paper:* The research paper is due on Friday, December 10, 2010. Every student must complete this assignment. You are encouraged to submit a first draft of your research paper by Friday, November 14, 2010. This first draft will be evaluated, and grading will count toward the final assessment in December.

4. *Student Proprietary Sample Essay:* This is an essay students plan, write, and submit at the end of the semester. It is an essay based on students’ personal initiative and choice of topic in which student will demonstrate mastery of writing skills studied during the semester.
Denise Marchionda’s Course Schedule

Description:

This course was redesigned as part of the Title III grant, Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement. The course materials focus on key skills of communication, critical thinking, collaboration, organization and self-reflection. 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 your communication, critical thinking, collaboration, organization and self-reflection skills by the end of the semester. Many of the activities in this course focus on the development of these skills, and the activities on the course calendar which are marked with an asterisk are featured as examples of "best practices" in the English Composition I Course Curriculum Guide.

ENG101: English Composition I

Day One: Welcome! Introductions please...

Lesson 1 - Homework

☐ Gather course materials
☐ Read Introduction and Lesson 1
☐ Read Syllabus carefully and completely
☐ Write any questions down that you have while reading the syllabus
☐ Finish Index Card information if you did not finish in class and prepare to submit to instructor
☐ Bring highlighter!
☐ Other: ______________

Helpful Hint: Use checkboxes next to each assignment on the homework list. Check off each task after you have completed it.

Lesson 2 – Homework

Read Lesson 2

☐ Log into Blackboard
☐ First Blackboard Assignment (1 point)
☐ Syllabus Quiz and sign Syllabus Contract (1 point)
☐ Send Dr. M. a Professional E-mail (1 point) *

Other ______________
Lesson 3 – Homework

☐ Read Lesson 3
☐ Watson Essay Response Assignment (1 point)
☐ Other__________________

Day Four: Formatting and Practicing Excellence

Lesson 4 - Homework

☐ Read Lesson 4
☐ First Day Writing Prompt: Formally Prepared (2 points)
☐ Other ________________

Day Five: Interviews

Lesson 5 – Homework

☐ Read Lesson 5
☐ Interview Response Assignment (1 point) *
☐ Other______________

Day Six: Survival Details

Lesson 6 Homework

☐ Read Lesson 6
☐ Without a Name Assignment (1 point)
☐ Other______________

Day Seven: Checking for Strengths and Weaknesses

Lesson 7 Homework

☐ Read Lesson 7
☐ Reflect, Review, Revise: First Day Writing Prompt: Formally Prepared Assignment (1 point)
Read/review pages 163-215 in *A Writer’s Reference* if you had more than five grammatical errors on your last submitted assignment

- Diagnostic Grammar Test (2 points)
- Other ____________

Day Eight: Appropriate Sources for Research – No Wikis!

**Lesson 8 - Homework**

- Read Lesson 8
- Library Card and Book Assignment (1 points)

Enable your Cookies! Assignment

- Read/review pages ________ in *A Writer’s Reference*
- Other ________________

Day Nine: Read, Turn Over, and Write!

**Lesson 9 - Homework**

- Read Lesson 9
- Summary Assignment (2 points) *
- Read/review pages ________ in *A Writer’s Reference*
- Other ________________

Day Ten: Nonfiction Narrative Structure

**Lesson 10 - Homework**

- Read Lesson 10
- Witness Scenario Article and Assignment (1 point)
- Read/review pages ________ in *A Writer’s Reference*
- Other ________________

**Lesson 11 - Homework**

- Read Lesson 10
- Find and Print Three Controversial Articles Assignment (1 point)
- Read/review pages ________ in *A Writer’s Reference*
- Other ________________
Day Twelve: Beginning to Sort and Summarize

Lesson 12 - Homework

☐ Read Lesson 12
☐ Newspaper Sources Summary Assignment (1 point)
☐ Read/review pages ________ in A Writer’s Reference
☐ Other ________________

Day Thirteen: Preparing to Use Sources

Lesson 13 - Homework

☐ Read Lesson 13
☐ Newspaper Sources Paraphrasing Assignment (2 points) *
☐ Read/review pages ________ in A Writer’s Reference
☐ Other ________________

Day Fourteen: Works Cited Page

Lesson 14 - Homework

☐ Read Lesson 14
☐ Controversy Works Cited Assignment (1 point)
☐ Read/review pages ________ in A Writer’s Reference
☐ Other ________________

Day Fifteen: First Draft – No Cranes!

Lesson 15 - Homework

☐ Read Lesson 15
☐ Controversy First Draft Assignment (2 points)
☐ Read pages 364-369 in A Writer’s Reference
☐ Other ________________

Day Sixteen: Reviewing Events

Lesson 16 – Homework

☐ Final Draft Controversy Essay Assignment (1 point)
☐ Other ________________
Day Seventeen: Cell Phones and Texting Initial Reaction

Lesson 17 - Homework

☐ Levi et al. Assignment (1 point)
☐ Read Lesson 17
☐ Other ______________

Day Eighteen: Opposing Viewpoints: Cell Phones and Texting

Lesson 18 - Homework

☐ Read Lesson 18
☐ Opposing Viewpoints Sources Assignment (2 points)
☐ Other ______________

Day Nineteen: Researching the Argument

Lesson 19 - Homework

☐ Read Lesson 19
☐ Summaries and Paraphrasing Assignment (2 points) *
☐ Other ______________

Day Twenty – Homework

Creating the Argument

Optional: Send Dr. M an electronic copy of this draft for in-class review

☐ First Draft Argument Assignment (2 points)
☐ Read/review pages ________ in A Writer’s Reference
☐ Other ______________

Day Twenty-one: Forming an Opinion

Lesson 20 - Homework

☐ Second Draft Argument Assignment (1 points)
☐ Read Lesson 20
Day Twenty-two: Journal Tours – More Information Please!

Lesson 21 - Homework

☐ Read Lesson 21
☐ Topic, Working Thesis Statement, and Keywords Assignment (1 point)
☐ Read/review pages _______ in A Writer’s Reference
☐ Other ________________

Day Twenty-three: Narrowing Your Thesis Statement

Lesson 24 - Homework

☐ Read Lesson 24
☐ Keep adding to Keyword List
☐ Note Library Location for Lesson 25 meeting: ____________________________
☐ Other ________________

Day Twenty-five: Library Tour and Insider Hints

☐ Meet in Alcott Room, 1st Floor Library
☐ Day Twenty-six: Noodlebib
☐ Meet in Alcott Room, 1st Floor Library
☐ Works Cited Page of Three or More Assignment (1 point)
☐ Other ________________

Day Twenty-seven 4/5/10M: Review and Regroup

Lesson 27 – Homework

☐ Read Lesson 27
☐ Printed Copies and Summaries of Three or More Assignment (1 point)
☐ Other ________________

Day Twenty-eight: Various Sources

Lesson 28 - Homework

☐ Read Lesson 28
☐ Internal Citation Review Assignment (1 point)
☐ Read/review pages ______ in A Writer’s Reference
☐ Other ______________

Day Twenty-nine: Bringing it All Together

Lesson 29 - Homework

☐ Read Lesson 29
☐ Bringing it all Together Draft Assignment (1 point)
☐ Read/review pages ______ in A Writer’s Reference
☐ Other ______________

Day Thirty: Final Polish

Lesson 30 - Homework

☐ Read Lesson 30
☐ Final Draft Opposing Viewpoints: Cell Phones and Texting Assignment (5 points)
☐ Other ______________

Day Thirty-one: Ethics and Morality

Lesson 31 - Homework

☐ Read Lesson 31
☐ Ethics and Morality Topic, Working Thesis Statement, and Keywords Assignment (1 point)
☐ Other ______________

Day Thirty-two: Selecting a Topic

Lesson 32 - Homework

☐ Read Lesson 32
☐ Review, Reflect, Revise Cell Phone Essay (1 point)
☐ Other ______________

Day Thirty-three: Developing a Slant and Sharpening the Focus

Lesson 33 - Homework

☐ Read Lesson 33
☐ Two Supporting Sources/Two Opposing Sources Summary Assignment (2 points)
Day Thirty-four: Consulting Sources

Lesson 34

- Read Lesson 34
- Works Cited Page Assignment (1 point)
- Other ________________

Day Thirty-five: Organizing an Argument

Lesson 35 - Homework

- Read Lesson 35
- Bringing it Together – First Draft Ethics Persuasion Essay Assignment (1 points)
- Other ________________

Day Thirty-six: Developing the Argument

Lesson 36 - Homework

- Read Lesson 36
- Second Draft Ethics Persuasion Essay (1 points)
- Other ________________

Day Thirty-seven: Dissecting an Argument

Lesson 37 - Homework

- Read Lesson 37
- Third Draft Ethics Persuasion Essay Assignment (1 point)
- Other ________________

Day Thirty-eight: Strengthening an Argument

Lesson 38 - Homework

- Read Lesson 38
- Proof of Writing Center or E-tutoring due with Final Draft
- Other ________________
Day Thirty-nine: Models of Persuasion

Lesson 39 - Homework

☐ Read Lesson 39
☐ Map it! Assignment (2 points)
☐ Other ________________

Day Forty: Last Chance Review

Lesson 40 - Homework

☐ Read Lesson 40
☐ Final Draft of Ethics Persuasion Essay Assignment (5 points)
☐ Other ________________

Day Forty-one: Last Chance Review

Day Forty-two: Prepare for Final

☐ Read Lesson 41
☐ Prepare for Final
☐ Other ________________
# Ellen Nichol’s Course Guide

## Power: Who Has It? Who Gets It?

A **6 credit** paired course Learning Community combining ENG 101 *English Composition I* and SOC 101 *Introduction to Sociology*

### COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 26</td>
<td>Introduction to the course and to each other. <em>What is power?</em></td>
</tr>
<tr>
<td></td>
<td>Homework: Read “The Nature of Power” and “Studying Power”. Journal 1: Based on the readings, reflect on your own experiences with power.</td>
</tr>
<tr>
<td>Feb. 2</td>
<td>Discuss “Harsh Realities”; compare and contrast to your own school experience. *Think/pair/share best and worst school experience. Talk about Essay #1 Homework: Write Essay #1 Read “Whose Problem is Poverty?” and prepare for quiz. Bring notes on article.</td>
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<tr>
<td>Feb. 4</td>
<td>Essay #1 Due; Quiz on “Whose Problem Is Poverty?” Begin to discuss: Poverty and Law Enforcement. Watch “After Innocence” Homework: Read “Sheriff Joe” article. Read pages 3-11, 16 in A Writer’s Reference</td>
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<tr>
<td>Feb 9</td>
<td>Read Universal Declaration of Human Rights. *In groups, discuss what rights Joe upholds and which he violates. Groups in each corner choose a right that is violated. Prepare a persuasive presentation to provide evidence of this violation. Getting started on Essay #2: Sheriff Joe and Human Rights Homework: Read article on health care/health insurance. Complete Essay #2 Highlight thesis statement in one color, main point of each paragraph in another color. These will be presented to the class.</td>
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<tr>
<td>Feb. 16</td>
<td>Quiz 2 on “Life at the Top...” Fill in blackboard grid comparing/contrast the three individuals in “Life at the Top” (Social status; medical treatment; contributing factors; support systems and why). Talk about summary &amp; citations. Write group summary with quotation. Homework: Read “Why Organic &amp; Justice-Minded Consumers Should Boycott Nike;” “Nike Lists Abuses at Asian Factories” and “Worker Rights Violations at Nike Factory in Malaysia”. Prepare to debate “To Buy or Not To Buy Nike” by fill in grid. Bring one ad for a sneaker.</td>
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<tr>
<td>Feb. 18</td>
<td>Begin discussion of Corporate Power. Turn in grid; Meet in Pro/Con groups; *Debate Nike. Create ad for sneakers that are real “Truth in Advertising.” Sell the truth</td>
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<td>Date</td>
<td>Activity</td>
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<tr>
<td>Feb. 23</td>
<td>Lecture/discussion on capitalism and socialism. Watch selections from “The Corporation”. Homework: Read and prepare for a quiz on “A Brief History of Wal-Mart”. Journal 3: What are two positive and two negative aspects of corporations? Draw on Nike, The Corporation and personal experience and any other sources. This will help you prepare for the next essay.</td>
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<tr>
<td>Feb. 25</td>
<td>What do you know about Wal-Mart? Quiz 3 on “A Brief History of Wal-Mart.” Watch “Is Wal-Mart Good for America?” Homework: Read A Writer’s Reference 358-361 and Two articles and *summarize four main points about each. Journal 4: What are two ways Wal-Mart is good and two ways Wal-Mart is bad for America?</td>
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<tr>
<td>March 2</td>
<td>Work on Essay #3: Are corporations good for America?</td>
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<tr>
<td>March 4</td>
<td>Essay #3 due. *Field Trip. Journal 5: Complete Field Notes</td>
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<td>March 9</td>
<td>Debrief about field trip. Talk about social class, wealth, power and prestige. *Exercise on resource allocation. Introduce poster project. *Research country on the web to create poster. Homework: Create poster on your country. Read A Writer’s Reference 317-330</td>
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<tr>
<td>March 11</td>
<td>Present poster. Introduce research assignment; generate topic ideas; generate research questions. Homework: Read A Writer’s Reference 339-341. Finalize your research paper topic and research questions. Bring to class a printout of an article related to your topic from a website with an explanation of why this is a good article for your paper.</td>
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<tr>
<td>March 23</td>
<td>Speaker? Online research and website evaluation. Library databases. Topic and research questions due. Homework: Bring to class a printout of a database article on your paper’s topic with an explanation of why this article is a good one for your paper. Read A Writer’s Reference 333-347.</td>
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<tr>
<td>Apr. 8</td>
<td>Rough draft of research paper due; debrief research experience and topics. *Finalize Class Project idea. Survey analysis. Homework: Read “The Luckiest Girl”; “Good News: Karlo Will Live”; “Saving the World in Study Hall”</td>
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<td>Apr. 15</td>
<td>Essay #4 due. *Project work.</td>
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<tr>
<td>Apr. 20</td>
<td>Return rough drafts of research paper and appointments for conferences. Homework: Revise final draft of research paper. No late papers accepted without prior arrangements with professors.</td>
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<td>Apr. 27</td>
<td>Final draft of research paper due; Introduce Portfolio; *Fundraising Homework: Choose three essays for your portfolio. Bring one of these essays to class to revise.</td>
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<td>Apr. 29</td>
<td>Revising strategies. Work on essay revision. Discuss Essay #5</td>
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<td>Date</td>
<td>Task Description</td>
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<td>May 4</td>
<td>Homework: Revise essay of your choice. Bring four ideas for Essay #5.</td>
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<td>Revised Essay is due. *Work on Essay #5.*Introduce Course Media Project</td>
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<td>Homework: Complete other two essay revisions and Essay #5 for portfolios.</td>
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<td>May 6</td>
<td>Work on Media Project</td>
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<tr>
<td>May 11</td>
<td>*Work on Media Project; Portfolio Due</td>
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<tr>
<td>May 13</td>
<td>*Present media project</td>
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<tr>
<td>May 20</td>
<td>@ 10:30 Final Exam: - Portfolios returned</td>
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</tbody>
</table>
**Description**

This course was redesigned 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 communication, critical thinking, collaboration, organization and self-reflection  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 your communication, critical thinking, collaboration, organization and self-reflection skills by the end of the semester. Many of the activities in this course focus on the development of these skills, and the activities on the course calendar which are marked with an asterisk are featured as examples of "best practices" in the Composition I Course Curriculum Guide.

**ENG 101—English Composition I**

**SEMESTER CALENDAR**

All major assignments are listed on the following calendar; however, this calendar does not include minor writing assignments, additional readings, or discussion board postings. All reading assignments are from the textbook unless otherwise indicated. The date for each week is the Monday of that week. Topics designated with an asterisk include activities featured in the Title III Composition I Curriculum Guide. **This calendar is subject to change as the course progresses and class needs change.**

<table>
<thead>
<tr>
<th>Week:</th>
<th>Topic:</th>
<th>Reading Homework:</th>
<th>Due Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, Syllabus, Writing Process, Professional Emails*</td>
<td>T: Ch1, pages 1-12 Th: Ch12, pages 575-598</td>
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<tr>
<td>9/6</td>
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<td>Th: Ch 12, pages 575-598</td>
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<tr>
<td>2</td>
<td>Reading/Writing Relationship, Profile Essays</td>
<td>T: Ch 3, pgs. 64-80 and Ch 11, pgs 562-574</td>
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<td>9/13</td>
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<td>Th: Ch 15, pgs. 628-638</td>
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<td>3</td>
<td>Descriptive Details*, Interviewing, Audience/ Purpose /Persona*</td>
<td>T: Ch 3, pgs. 81-98 Th: Ch 3, pgs. 99-105</td>
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<tr>
<td>9/20</td>
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<td>4</td>
<td>Drafting, Run-ons and Fragments,</td>
<td>T: Ch 22, pgs. 716-722 and Ch 3, 106-113</td>
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<tr>
<td>9/27</td>
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<td>Th: no additional reading</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Monday</td>
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<td>5</td>
<td>10/4</td>
<td>Revision, Editing</td>
<td>T: Ch 3, pgs. 114-120</td>
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<tr>
<td>6</td>
<td>10/11</td>
<td>Explaining Concepts, Reflecting on Your Writing, Organization and Transitions*</td>
<td>T: Ch 4, pgs. 143-159 and Ch 13, pgs. 600-614</td>
</tr>
<tr>
<td>7</td>
<td>10/18</td>
<td>Conducting Research, Evaluating Sources*</td>
<td>T: LIBRARY VISIT; Ch 4, pgs. 166-182</td>
</tr>
<tr>
<td>8</td>
<td>10/25</td>
<td>Incorporating Sources, MLA Format, Taking Notes—Summary and Paraphrase*</td>
<td>T: Ch 24, pgs. 755-769</td>
</tr>
<tr>
<td>9</td>
<td>11/1</td>
<td>Argumentation, Organizing Research, Using the Library’s Resources Effectively</td>
<td>T: Ch 6, pgs. 264-279</td>
</tr>
<tr>
<td>10</td>
<td>11/8</td>
<td>Arguing a Position, Claims, Reasons, and Evidence</td>
<td>T: Ch 6, pgs. 299-302</td>
</tr>
<tr>
<td>11</td>
<td>11/15</td>
<td>Sources, Works Cited Page, Counterargument, and Fallacies</td>
<td>T: Ch 19, pgs. 659-668</td>
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<tr>
<td>13</td>
<td>11/29</td>
<td>Putting Together the Research Paper</td>
<td><strong>T/Th:</strong> no assigned textbook reading</td>
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<td>14</td>
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<td>Evaluation</td>
<td><strong>T:</strong> Ch 8, pgs. 384-418<strong>Th:</strong> Ch 8, pgs. 419-442</td>
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