

MIDDLESEX COMMUNITY COLLEGE

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Strategies for Success COURSE GUIDE

Basic Writing



achievement ★ persistence ★ retention ★ engagement

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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Basic Writing: Course Curriculum Guide for Embedding College Student Success Skills

Basic Writing is a pre-college level writing course which focuses on developing students' knowledge of paragraph and essay structure, development, and coherence, in addition to building their revising and editing skills through the recursive nature of the writing process. This hands-on course stresses learning by doing and integrates learning strategies, study skills and information on college resources to help sharpen the skills that contribute to college success.

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

Since Basic Writing students vary widely in their knowledge and abilities with regard to the course content as well as the success skills, this guide is designed to contain a wide range of lesson plans that could be utilized in a Basic Writing classroom. This resource guide was created to provide new and existing faculty with models of lesson plans designed to develop the CSSS which can be adapted for use within their own classes.

This guide includes several resources. First, a table of contents organizes the lesson plans by their recommended placement in a sixteen week semester, excluding the sixteenth week which is reserved for final exams; the lessons are grouped into five-week trimesters. The chronology of these lesson plans has been recommended by the instructors who have designed them, but most of the lesson plans can be modified to fit into various sequences of a semester long course. Next, lesson plans including samples of handouts are provided. Each lesson plan individually lists the CSSS which are infused into them, offers semester sequencing advice, and provides detailed instructions for utilizing the plan. In the section following the lesson plans, there are sample syllabi from the six members of the Basic Writing Curriculum Design Team. Finally, an index organizes the lesson plans by the CSSS which are featured within each particular lesson plan.

We hope that you find this guide useful in developing or redesigning your Basic Writing courses, and we seek feedback, questions, and comments on how these lesson plans were adapted in your classrooms. For comments or questions on individual lesson plans, please contact the instructor listed on the lesson plans. For feedback on the guide, please contact the team leader.

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Weeks One through Five

Lesson Plan 1

Kelsey Hellwig

Title: Case Study—“The Late Paper”

Suggested Timeframe: 50 minutes

Learning Objectives:

Students will be able to:

1. Discuss the consequences of choices.
2. Support their assertions with evidence from the text and life experience.
3. Reflect on their roles and responsibilities as students.

Core Student Success Skills:

Critical Thinking, Communication, Collaboration, and Self-Assessment

Materials:

- Handout—“The Late Paper”
- Markers and a white board

Context within the Course: This activity can be used during the first week of class. (I usually use it as the starting point for a paragraph assignment based upon the outcomes of a choice in the student’s past.)

Procedure:

1. Volunteers take turns reading the case study aloud to the class.
2. When the case study has been read, the instructor gives the student the following instructions:
1) “Skim back through the case study and draw a star next to passages where Kim had to make choices”. . . pause for students to do this. . . 2) “Now, draw a square next to passages where other characters had to make choices”. . . pause for students to do this. . . 3) “Finally, decide who you think is most responsible for Kim’s failing grade by filling in the numbers at the bottom of the handout.” While students are working on this part, I pass out playing cards in order to break them into groups. (Playing cards work well because the instructor can form groups of 2-4 students by using the numbers or face cards to designate the groups.)
3. When the students have formed their groups based upon the playing cards, the instructor gives the following instructions: “In your groups, discuss who you think is most responsible for Kim’s failing grade. As a group, rank the characters in order of responsibility and be prepared to explain your reasoning to the class.” While students are doing this, the instructor can draw a chart on the board in order to show how the groups ranked the characters.
4. When groups are finished, allow one member from each group to record the rankings for the group. Give each group a different colored white board pen so that we can easily identify how each group ranked the characters.
5. After all groups have recorded their answers on the board, the groups must defend and support their choices. Most groups will feel that Kim is most responsible, or possibly the

professor; however, other groups come up with some interesting reasoning for how the rest of the characters should be ranked second for responsibility. Regardless of how the students rank the characters, the students learn to support their rankings with evidence from the text and their own experiences and observations.

6. At this point, the instructor leads the class into a discussion of choices and the positive and negative outcomes of those choices. Then, students are given a brief explanation of how to do a quick write, and asked to engage in a five-minute quick write on the following topic: “Write about a time that you made a choice that had a significant impact on your life. What were the outcomes?” When explaining the process of quick writing, I usually stress that the most important part of a quick write is to keep the pen/pencil moving because the action of moving the pen stimulates brain activity. (I have no idea how true this is, but it sure sounds good and the students believe it.)

7. When the students have finished the quick write, I ask for volunteers to share what they have written. I instruct them to hold on to this quick write because we will be using it during the next class session.

Next Steps: This activity may lead to a paragraph assignment which asks the student to create a topic sentence and supporting sentences about the choice he or she wrote about in the quick write.

***Kelsey Hellwig’s sample syllabus which includes this lesson plan can be found in Appendix A of this guide.

Student Handout

“THE LATE PAPER”

PROFESSOR FREUD announced in her syllabus for Psychology 101 that final term papers had to be in her hands by noon on December 18. No student, she emphasized, would pass the course without a completed term paper turned in on time. As the semester drew to a close, KIM had an "A" average in Professor Freud's psychology class, and she began researching her term paper with excitement.

ARNOLD, Kim's husband, felt threatened that he had only a high school diploma while his wife was getting close to her college degree. Arnold worked at a bakery, and his co-worker PHILIP began teasing that Kim would soon dump Arnold for a college guy. That's when Arnold started accusing Kim of having an affair and demanding she drop out of college. She told Arnold he was being ridiculous. In fact, she said, a young man in her history class had asked her out, but she had refused. Instead of feeling better, Arnold became even angrier. With Philip continuing to provoke him, Arnold became sure Kim was having an affair, and he began telling her every day that she was stupid and would never get a degree.

Despite the tension at home, Kim finished her psychology term paper the day before it was due. Since Arnold had hidden the car keys, she decided to take the bus to the college and turn in her psychology paper a day early. While she was waiting for the bus, CINDY, one of Kim's psychology classmates, drove up and invited Kim to join her and some other students for an end-of-semester celebration. Kim told Cindy she was on her way to turn in her term paper, and Cindy promised she'd make sure Kim got it in on time. "I deserve some fun," Kim decided, and hopped into the car. The celebration went long into the night. Kim kept asking Cindy to take her home, but Cindy kept saying, "Don't be such a bore. Have another drink." When Cindy finally took Kim home it was 4:30 in the morning. She sighed with relief when she found that Arnold had already fallen asleep.

When Kim woke up, it was 11:30, just 30 minutes until her term paper was due. She could make it to the college in time by car, so she shook Arnold and begged him to drive her. He just snapped, "Oh sure, you stay out all night with your college friends. Then, I'm supposed to get up on my day off and drive you all over town. Forget it." "At least give me the keys," she said, but Arnold merely rolled over and went back to sleep. Panicked, Kim called Professor Freud's office and told MARY the secretary that she was having car trouble. "Don't worry," Mary assured Kim, "I'm sure Professor Freud won't care if your paper's a little late. Just be sure to have it here before she leaves at 1:00." Relieved, Kim decided not to wake Arnold again; instead, she took the bus.

At 12:15, Kim walked into Professor Freud's office with her term paper. Professor Freud said, "Sorry, Kim, you're 15 minutes late." She refused to accept Kim's term paper and gave Kim an "F" for the course.

Listed below are the characters in this story. Rank them in order of their responsibility for Kim's failing grade in Psychology 101. Give a different score to each character. Be prepared to explain your choices.

Most responsible < 1 2 3 4 5 6 > Least responsible

_____ Professor Freud, the teacher	_____ Philip, Arnold's co-worker
_____ Kim, the psychology student	_____ Cindy, Kim's classmate
_____ Arnold, Kim's husband	_____ Mary, Prof. Freud's Secretary

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Downing, Skip. *On Course: Strategies for Creating Success in College and in Life*.

Houghton Mifflin: Cengage Learning [Online Teaching Center](#). 2 June 2009

<http://college.hmco.com/instructors/ins_teachtech_foundations_module_invcurriculum.html>

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Lesson Plan 2

Denise Marchionda

Title: Wordmeisters

Suggested Timeframe: 50 minutes

Learning Objectives:
Students will be able to

1. Learn new words, become aware of how important word choice is in writing, and tune into how words are building blocks for writers.
2. Begin to develop proofreading and peer-editing skills.

Core Student Success Skills:

Critical Thinking, Communication, Collaboration, Organization, and Self-Assessment

Materials:

- Handouts (printed below)
- Popsicle sticks
- Students should have dictionary/thesaurus

Context within the Course: This activity introduces the basic building block of a writer's tools – words! This could be used early in the semester to develop student collegiality as well as an awareness of words as writing tools.

Procedure:

1. **Handout Popsicle sticks** – Give each student a blank, clean Popsicle stick. Then ask each to write their name on the stick and return it to instructor. (Instructor note: keep these sticks to randomly choose groups, pairs, or call on students during the semester.)

Collect sticks and form Popsicle stick groups with an “anchor” member for each group. (To do this, ask a student to choose three or four sticks. That student becomes the “anchor” for his/her group.) Repeat procedure until all students are in a group. Students must remember the “anchor” as they will return to the same group in the next class session.

Leave time for students to introduce themselves to each other, and to get started on Wordmeister task. (Approximately 10-15 minutes, but even if this is just for a few minutes, that is OK, as the next class will begin with this activity.)

2. **Wordmeisters Activity** – Read aloud *Wordmeisters Handout* and discuss/field questions. (Note: Feel free to change words on this handout to coincide with future assignments. The words here are ones that will come up later in the semester.)

HANDOUT:

Wordmeisters – Group Activity



You have just taken a job at a dictionary company. You are responsible for editing a new edition. The only problem is that some of the computers went down and wiped out various definitions. You may know some or all of the definitions, but you do not want to get fired, so you have decided to “wing it” and make up definitions for the words you do not know.

Here are five words that are your responsibility:

APOTHEOSIS (noun)

BROBDINGNAGIAN (adjective) or UNCTUOUS (adjective)

DEFENESTRATE (verb)

HUZZAH (interjection)

LUGUBRIOSLY (adverb)

Your group’s task:

1) Write a definition for each word. If you know the definition of the word, great! (If anyone in your group has a dictionary, then s/he is the word hero!!) If not, discuss the word and guess and/or make up a definition the group can agree on to use.

2) Your group will now create a sentence for each word using it as the part of speech listed above.

Helpful Hint: You may use your Writer’s Reference text to review parts of speech – pages 491-507 and/or use a dictionary/thesaurus.

3. INSTRUCTOR DIRECTIONS: Walk around chatting/checking in with groups, and recollecting sticks to save for later classes.

Give 10-15 minutes for group work. Have each group **put THE ONE best sentence** on the board for class to review.

When all groups have posted sentences, bring whole class together and ask - Debriefing Questions:

1. How many made up definitions? Listen to some for each word... How did you come up with definitions?
2. Anyone know that word? How did you know that word? How close is it to the real definition?
3. Parts of speech – how did you know which word was a noun? Adverb? etc. did this information help in discovering the definition?

Explain that we **KNOW** these things without being able to name the grammatical label, and we need to be **AWARE** of them in writing. We will be helping each other become better writers – these discussions are a wonderful beginning.

Looking together at board, as a class, decide if each sentence needs something, or is it OK as written? If it needs something, what does it need? Proofreading? Spelling? Syntax? Do we like it or not? (This is a good warm-up activity to group proofreading/discussing writing. Have fun with this.)

4. WRAP-UP: If activity is not completed, tell each group to look at anchor and say hi “_____” (anchor’s name) aloud so they remember anchor for next class. Explain that at the beginning of the next class, they will need to get back in groups to finish the activity.

5. HOMEWORK ASSIGNMENT: THREE NEW WORDS discuss/explain homework – Note to class, “Words are a writer’s best friend. Always be on the lookout for new words and how they are used.”

HANDOUT:

THREE NEW WORDS Assignment



Between now and the next class meeting, please listen/read/look for at **least three (3)** new words that you hear/read/see. Be sure to write them down when you find them. List them and the definition, along with where you saw/read/heard/found them to submit as homework.

This needs to be **typed to submit for credit**. Please use this format:

Name (yours):

1)

Word found:

Definition:

Where found:

2)

Word found:

Definition:

Where found:

3)

Word found:

Definition:

Where found:

Next Steps: This activity may lead to the Three New Words Lesson that follows, or can be used on its own.

Optional Activities:

Word Journals can be kept during the semester. Students can be required to find a new word each week/class/etc. and share with others. Instructor can join the fun as well.

Using the Dictionary/thesaurus – Word Chats

1. Open a random page in your dictionary and put your finger on it with eyes closed – no shopping. Write it down on master list. Use a sticky note to hold your page.
2. Look that word up in thesaurus and choose two synonyms and list next to that word
3. Do this for one to three words – list under “Words to Use”
4. Choose a favorite word, or one from dictionary or thesaurus, and put up on board with marker/chalk – tell the class about it

Dictionary.com: Here is a wonderful tool to use! www.dictionary.com you can sign up for a Word of the Day to be delivered to your e-mail

***Denise Marchionda’s sample syllabus which includes this lesson plan can be found in Appendix B of this guide.

Lesson Plan 3

Denise Marchionda

Title: Three New Words (or Wordmeisters Part II/Follow-up)

Suggested Timeframe: 50 minutes

Learning Objectives:

Students will be able to

1. Practice using new words and attempt to use them appropriately in writing.

Core Student Success Skills:

Critical Thinking, Communication, Collaboration, Organization, and Self-Assessment

Materials:

- Homework assignment from Three New Words Handout (see previous lesson, Wordmeisters)

Context within the Course: This activity builds on the introduction that words are essential in writing and that students need to be aware of words and collect them for their writer's toolbox. This activity works well following the Wordmeisters Activity, but can be used separately as a homework assignment or an in-class activity to highlight the importance of expanding one's vocabulary.

Procedure:

1. If Wordmeisters Activity is not complete, have students return to groups and finish. Debrief with entire class when complete.
2. Ask students to take out Three New Words Homework assignment.
 - a. Have students share words with their same WORDMEISTERS GROUP from the day before.
 - b. After sharing, each group is to pick ONE best word from the group's words and put it on the board to discuss with whole class.
 - c. Instruct students to write favorite words from board in notebook.
 - d. Then debrief as a whole group and discuss the words. Ask students to tell why the word was chosen for the board was it was the group's favorite. Ask other groups what they think of the words? (Again, have fun with this.)
3. Instructor's Favorite Words! Write some favorite words on board and discuss with class. Tell students to begin looking for and collecting words in one section of their notebook. Also tell students that by hearing, seeing, and hunting for words, writers attract great words – and then use them in writing.
4. Distribute "What's in the Backpack?" handout.

Tell students, "Now that we have lots of words to use and play with, here is your first formal writing assignment."

Read aloud instructions to class and ask, "Any questions?"

What's in the Backpack? Write the story of...



A student, here at school, finds another student's backpack in the parking lot (or somewhere else on campus). While looking through the backpack to find out who owns it, the student finds something unexpected! Write about what happens when the discovery is (choose one):

- A container of illegal drugs
- A personal letter with a big red heart drawn on it
- An unopened package of photos
- A USB flashdrive labeled "private"
- Other _____?

You may choose any point of view to write your story – you can write in first person narrative as the student who finds the backpack, the student who owns the backpack, cafeteria staff, school personnel, anyone, really! You can be a limited narrator (write in third person who can only see/hear what happens as a witness, or telling the story to someone else), or you can be an omniscient narrator (an all-knowing writer that knows the thoughts, actions, feelings, and motivations of all characters). It is your choice. Let your imagination take over and tell the story!

Other requirements:

In your story, you must use **the three (3) new words** you learned this week! You must use the three words you found for your homework assignment *Three New Words*. You may also **challenge** yourself and use any of the words we discussed in class as well. Be sure to **type and print** this assignment to submit for credit. Please **boldface or highlight your Three New Words, as well as any other new words** you learned this week or we discussed in class, before you submit your assignment, so they are easily identifiable. (Also – be sure to save an electronic copy of this assignment as this will be revised at least one more time!)

How long does this have to be? As long as it takes for you to tell a complete story... include an introduction, a conflict or two or three, and a resolution/ending.

Due next class.

INSPIRED FROM: “What’s in the Pocket?” *Writer’s Digest Book of Matches*, by the Staff of Fresh Boiled Peanuts.

Next Steps: This activity may lead to peer review or any facet of the writing process. Instructor will get a true sense of what the students’ writing consists of as they will reveal their process of writing through this activity.

Optional Activities:

Use this to obtain a sample of writing, one to continue to draft, one to identify weaknesses, etc. This is a great “first draft” piece.

Instructor Note: Try this! Collect and put these “first drafts” aside for a class period or two. Before returning the drafts to students, discuss what the writing process involves, drafting, etc. Then, return this “first draft” (without correcting or reviewing in any way) and have students proofread/read aloud their own. Give them a chance to re-do a “second draft” before instructor grading/reviewing. Like magic, they will “see” and fix many errors on their own after not seeing the “first draft” for a week or so.

***Denise Marchionda’s sample syllabus which includes this lesson plan can be found in Appendix B of this guide.

Lesson Plan 4

Chris Commodore

Title: Identifying and Correcting Sentence Fragments

Learning Objectives

Students will be able to:

1. identify sentence fragments
2. recognize words, phrases, and clauses that tend to generate sentence fragments
3. demonstrate different ways of correcting sentence fragments
4. spot and correct fragments in students' own writing
5. explain why fragments weaken writing and hinder intended communication

Core Student Success Skills:

Communication and Collaboration

Context: This exercise could span two class sessions during the first two weeks of class.

Materials:

- Base Text: Focus on Writing: Paragraphs and Essays. Laurie G. Kirszner, Stephen R. Mandell
- Handouts
- White board
- Markers
- Notebooks/paper
- Pens, pencils, etc.
- Other sources, texts, and handouts may also be used

Activity-Procedure: (Class Session 1)

1. Divide class into groups – three or four per group depending on attendance
2. Write three or four sample fragments on the board
3. Ask students whether they think the samples are fragments or not, and why (Some answers will probably be correct)
4. Give clear overview – definition of what a fragment is; explain why fragments prevent clear, intended communication in writing
5. Draw students' attention to the definition of sentence fragment in the text (p. 317)
6. Give each student a handout of the Red Sox essay (handout 1)
7. Give students between five to fifteen minutes to find fragments purposefully imbedded in the paragraphs and write fragments as they find them, in their note books or on the handouts.
8. Interactively – revisit the definition of sentence fragment
9. Use a second but shorter handout – one paragraph with no more than five fragments
10. Time students (between 3 – 5 minutes) to find all the fragments
11. Have them correct each fragment (use one of the suggestions in the text)

HANDOUT-1 for Lesson Plan on Sentence Fragments:

In the following essay, you will find a number of sentence fragments. Each sentence fragment is worth FIVE points. Your group will get maximum points based on fragments found. Write each fragment you find on the blank lines provided. Number each fragment, and skip a space between each one. If you need more space, use the back of this paper.

Because the Boston Red Sox won the World Series. Which is a good thing. We stayed

up late to watch the celebrations. With so much police presence at every corner of the city.

Traffic could not circulate properly. The parade in downtown Boston was scheduled for

Tuesday, October 30th. From nine o'clock a.m. to two o'clock p.m. When everybody was

supposed to go home. At 2:30 p.m., however, people were still lingering around the streets.

Wanting more of the good times. When we left downtown Boston. Everyone seemed so happy.

Never having had such a wonderful time in years.

What is it about baseball that gets people so excited? From fans to fanatics. Everyone

seemed to have lost control. When the team lost the pennant. I know people who have not slept

for several days now. Because they have become so involved watching every game. Perhaps it

is the thrill of having that championship trophy awarded in the name of all the residents of

Massachusetts. Something no one can explain. But everyone, women as well as men, seemed so

caught up in the moment. So happy that the Boston Red Sox won. My dad, who has never ever

followed baseball activities, was nearly hysterical on Sunday night, October 28, 2007. On the

third floor watching the game. A mystery to me. Why he suddenly became so engrossed in it

all. When the Red Sox finally got on the board. Everyone could hear dad screaming at the top

of his lungs. Mom and Queenie, my youngest sister, actually ran all the way upstairs. Just to see

if dad was all right.

“Matt, are you all right?” Mom asked. But dad was still on the edge of the sofa.

Screaming and ranting about “my team, my team.”

“Did you bet on the game, Matt?”

“The first run. Broke the bat. Terrific player.” Dad started. “No, but I think I am

beginning to like this game. I wish I had started watching it sooner.”

NEXT STEP: In the referenced Text: (to re-enforce students' skills in sentence fragments) Do the following exercises: Chapter 21: Practice 21-1, Practice 21-2, Practice 21-3

1. review of fragments
2. give each student HANDOUT-2
3. give the class 15 minutes
4. collect all papers
5. re-distribute papers to class so that each student "corrects" another student's paper.
6. ask a student to volunteer to carry on the "hunt-for-fragments" exercise

How many sentence fragments can you find in the following paragraph? You have just five minutes to find and correct all fragments. (30 points)

My Rights as an American Citizen:

I have rights as an American. Free to talk whenever I want. I must be read my rights if I am arrested. The right to practice my religion freely. Which is a privilege. I have the right to own my own business. Disagree and protest what my government has said or done. If I am arrested, they must read me my rights. Get a lawyer. I don't have to say anything that may cause me to look or be guilty in a court of law. I am free to do anything I want in America. Even carry a gun or other weapons if I want. These are my rights as I list them. I have other rights, but I cannot list all of them here. Would it not be nice if people in other countries had all these rights?

***Chris Commodore's sample syllabus which includes this lesson plan can be found in Appendix C of this guide.

Lesson Plan 5

Chris Commodore

Title: Subject and Verb Agreement

Learning Objectives

Students will be able to:

1. identify errors of subject-verb agreement
2. correct subject-verb agreement in student's own writing

Core Student Success Skills:

Communication and Collaboration

Context: This lesson plan should be done about the third week of the semester in lecture format to address problems of subject-verb agreement found in students' first sample essays/paragraphs.

Materials:

- Base Text: Focus on Writing: Paragraphs and Essays. Laurie G. Kirszner, Stephen R. Mandell, **Chapter 22**.
- Handouts/Sample writings containing several errors of subject verb agreement.

Preparation:

1. From the referenced text, prepare a list of ten words that are commonly mistaken as singular words (use material in section 22f)
2. Write these words on the board and have students copy them into their notebooks
3. Explain in reasonable detail why these words tend to create problems with subject-verb agreement

Activity-Procedure:

1. Before going to the text, explain to the class differences in English usage: customary/standard and non-standard/unusual (*non-usual*) language.
2. Ask for a student to volunteer to read aloud the first sentence on page 342.
3. Ask for students' responses on how they understand this sentence.
4. Elaborate on this point or rule of grammar and how it articulates in *basic* written communication, using the referenced examples.
5. Interactively, do exercise Practice 22-1 (p 342) in class; make sure students take turns addressing each of the ten examples in the exercise.
6. Have students do Practice 22-2 individually in their note books.
7. Have students share answers with the rest of the class.

Next Step: Away from the Text

1. Divide students into groups of 3 or 4 depending on attendance
2. Give each student a handout of a paragraph with errors of subject verb agreement
3. The class has 20 minutes to find and correct all errors.

HANDOUT for Lesson Plan on Subject-verb Agreement

Sample Paragraph:

My parents who lives somewhat far from downtown Lowell is not able to drop me at school most mornings. Notwithstanding, my dad expect me to be at school on time. I don't believe my parents understand what it takes and insists that I get to class on time. My professor is looking out for me too, and almost like my parents, insist that I get to class on time. I leave home everyday at 6:30 a.m. and tries to obey the traffic rules, but the "village cop" who is always on duty never understand my hurry. By the time I get to school, English class, the most challenging of all my classes, are already half way done. This is a problem I have to resolve because it seems I am the only one of the students who gets to class late all the time.

Assignment 1: (Extra Practice) This extended word is to help students re-enforce the skills learned from the exercises in this lesson plan.

In your notebooks, do the following exercises:

Text: Page 344, Practice 22-3
Page 345, Practice 22-4

Assignment 2 – to be handed in for assessment and grading
Page 353, in the text, edit the exercise titled: Party in the Parking Lot. Identify all errors in subject verb disagreement. This assignment is due at the beginning of the next class meeting.

OPTIONAL Collaborative Activities: The continuation of this lesson plan will involve completion of the collaborative exercise as specified on page 354.

***Chris Commodore's sample syllabus which includes this lesson plan can be found in Appendix C of this guide.

Weeks Six through Ten

Lesson Plan 6

Cathleen McCarron

Title: Sentence Revision Quiz Challenge

Timeframe: 35 – 50 minutes

Learning Objectives:

Students will be able to:

1. Recognize areas of their writing that need work.
2. Write grammatically correct sentences.
4. Write effective sentences.

Core Student Success Skills

Critical Thinking Skills, Communication, Collaboration, and Self-Assessment

Materials:

- Students' drafts with teacher's comments;
- Computer with overhead projector or markers or chalk.

Context within the Course: This activity can occur when students received the marked copy from the teacher of the first draft of any assignment.

Procedure:

1. Make copies of the Revision Quiz Challenge Worksheet.
2. Put students into groups of 3 or 4.
3. Ask students to work together to revise seven sentences.
4. Assign each group to put one original sentence and one revision on the board or type it into the computer.
5. Have the class as a whole review the sentences and fix any that still need revision.
6. Go through each sentence on the board, asking each group to explain how they revised the sentence and why the revision is better than the original. (If all 7 sentences are correct, all class members present receive credit for half of a quiz grade.)
7. Ask students to return to their worksheets and fix any other sentences that may need revising. Students may ask students from other groups for help – but may not ask the teacher.
8. The teacher collects each group's quiz. Groups who have NO errors in the seven sentences on their sheet receive the other half-point. (*This exercise can also be done for extra credit.*)

Next Steps:

Use this activity to reinforce the importance of reading comments on drafts and taking the time to revise to improve effectiveness.

1-point Quiz Challenge**Names of Group Members:**

Review your drafts. Look at the sentences in which I wrote, “Clarify” or “This is a little confusing” or asked you to make changes.

As a group you need to revise 7 sentences that I’ve identified. In the space below, please write the original and the revision. The 7 sentences that the class puts on the board or types onto the computer must be correct, AND all 7 sentences on your group’s worksheet must be correct to get the 1-point quiz grade.

1. One lead or first sentence

Original:

Revision:

2. One topic sentence

Original:

Revision:

3. One thesis statement

Original:

Revision:

4. One last sentence

Original:

***Cathleen McCarron’s sample syllabus which includes this lesson plan can be found in Appendix D of this guide.

Lesson Plan 7

Cathleen McCarron

Title: Peer Review of Summary

Timeframe: 45-55 minutes

Learning Objectives:

Students will be able to:

1. Review their peers and their own work effectively.
2. Improve understanding of the elements of an effective summary.
3. Practice revision skills.

Core Student Success Skills:

Critical Thinking Skills, Communication, Collaboration, and Self-Assessment

Materials:

- Peer Review Worksheet
- Copies of student summary second drafts
- Original report that is being summarized

Context within the course: This activity builds on students' summarizing skills. Students peer review the 2nd draft of the summary after they have received the first draft with the instructor's comments. This could be used about one-third of the way through the semester after students have been introduced to the concept of summaries, have read several sample summaries, and have written and discussed in class the first draft. (The questions on the peer review sheet can be changed to fit any type of essay assignment during the course.)

Procedure:

1. Copy and paste the worksheet below and make three copies for each student. (*Students are only required to complete two reviews, but some students work more quickly than others.*)
2. Have students each bring two copies of their summary draft to class. Collect the summaries and re-distribute them. (*If students bring two copies, there will always be extra summaries circulating in the event that some students do not bring in their drafts and to accommodate the different speed of reviewing.*)
3. Ask students to write their name and the name of the student who wrote the summary on the top of the page before reviewing.
4. Read the worksheet aloud and ask students if they have questions regarding any of the instructions. Remind students that they receive points if their reviews are effective. Remind students that vague reviews do not help the student understand how to revise.
5. Have students complete the review; then staple their review to the back of the summary. Students then hand the review and the paper back to the instructor and repeat the process.

6. When all reviews are done, ask summary authors to talk with their reviewers if they have any questions regarding the reviews.
7. Discuss the reviews and drafts as a class. Point out the most common areas needing revisions. Discuss why accuracy is important when writing a summary.

Next Steps: This activity should prepare students to complete their final summaries. Encourage students to reflect on the reviews they wrote when revising final drafts.

Name of Reviewer:

Name of Summary Author:

Practice Peer Review Sheet

You will review two students' papers. Please spend 10 – 15 minutes on each review. Please have the original report in front of you to refer to as you complete the peer review.

1. Does the opening sentence include the **title, author, and publication date** of the original work? Is the title of the report underlined or in italics?
2. Do you have any suggestions for making the first sentence clearer? Write a revised version of the sentence below.
3. Based on our class discussion, each of the elements below should be included in the student's summary. Look through the summary and check which elements are included. Circle the elements which are NOT included.
 - ___ explanation of the evacuee population
 - ___ the reason for the relocation
 - ___ description of the depopulation program
 - ___ description of living conditions in the relocation process
 - ___ description of the property sales, lease & storage program
4. **Summaries should accurately reflect the information in the original report.** Are there any statements in the summary that are not in the original report or are not accurate? Please state them below.

5. **Summaries should not include opinions by the summary author.** Are there any words/phrases that reflect the student author's opinion? If so, write the words/phrases below.

6. In the space below, write two sentences that you think could be tighter/clearer. Write the revision under each sentence.

original:

revision:

original:

revision:

7. Write two or three sentences summarizing the strengths and weaknesses of the summary.

8. After thinking about the peer review you've just completed, which elements of your own summary do you think will need revising?

Revision:

5. Three other sentences of your choice (do the other two on back.)

Original:

Revision:

***Cathleen McCarron's sample syllabus which includes this lesson plan can be found in Appendix D of this guide.

Lesson Plan 8

Carrie Finestone

Title: Teamwork Project

Suggested Time Period: Class 1: 50-75 minute period; Class 2 (one month later) 50-75 minute period or more as needed

Learning Objectives:

Students will be able to:

1. learn more about the workings of the college through interviewing staff/faculty/personnel who work in various departments.
2. learn to interview, interact, and engage with others as well as collaborate with each other.
3. learn how to collect and compile information and incorporate details into written form.
4. report information orally and design appropriate media to enhance presentations.

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

Materials:

-Handout

Context within the Course: This activity develops oral communication, communication, and language. The process of organizing details and the use of topic sentences for the written report is also developed. This could be used mid-way through the semester. This project will count as much as instructor determines. Many may want to count it worth as much as an essay as it takes much time and effort.

Procedure:

Planning: Decide what departments, faculty, staff, or even deans you would like students to interview. Send out an email to them requesting their participation and explaining the project and due date. Also ask them for a contact number as well as times they may be too busy to be interviewed. Create your own list for your class (see #7 page one of Teamwork Project handout). Bring a college catalogue to class.

Class 1

- A. Distribute the six page handout. Read page 1-2: **Teamwork Project** aloud. You have some choices with this project: they may either select their own groups (keep the maximum number at 4 if possible) or be assigned groups; you may have them select their contact person by drawing names out of a hat.
- B. After they have reviewed **the entire handout**, have them get into their groups. Students must record (into their cell phones if they want) each other's contact numbers. They must also complete #2, #3, and #4 on the Teamwork Project page. In addition, they may leave the class to get acquainted and/or discuss who will contact their person. Or they may decide to phone the person then and set up the interview.

C. Give students the due date for the project (usually one month to complete).

Class 2 (date of assigned presentations, approximately one month later)

- A. Each group presents their interview with props.
- B. Instructor evaluates each individual using the rubric on the handout. Comments may also be written on the Oral Presentation Rubric (pages 4-5) .
- C. Students complete Team Feedback Evaluation (page 3) , evaluating all the members of their group, including themselves.
- D. Groups hand in one written presentation (from each group—see page 6) for directions. Also a record of activities, dates and times of meetings and names of those who attended them should be included (#6 Teamwork Project). A Written Rubric is provided (page 7).
- E. Instructor (or students) sends a thank you note to those involved with the project.

***Carrie Finestone's sample syllabus which includes this lesson plan can be found in Appendix E of this guide.

HANDOUT PACKET

Teamwork Project

This is a two-part project in which you will work with a team of your choosing. Teams are limited to 3-4 persons from your class. Your mission is to select one of the following departments/faculty/staff at MCC to interview (see the list below) and educate the class about his/her department, position, career, background, etc.

- 1) You may want to read the online college catalogue, taking notes on what tasks this department performs for the college.
- 2) You will then, with your team, create a set of questions you would like answered by the contact person (listed below) for this department. You should have at least 7-10 prepared questions. You may also want to also ask the person you are interviewing about their background and reason for choosing their career.
- 3) As a team, you will set up an appointment either by email or phoning the contact person for your department to interview them as a team. It is critical that a team member takes comprehensive notes during the interview.
- 4) Organize your notes, as you will then be giving a ten-minute presentation to the class on _____. Each team member **must participate** by speaking in this presentation and your individual and team effort will be graded. This will require practice! In addition, you may use media such as pictures, brochures, PowerPoint, etc. to enhance your presentation. Finally, you should have a question and answer period that follows your presentation (60 points).
- 5) In addition, each team must
 - a) submit one written report of the department and individual you have interviewed. Be sure it is concise, clear, and readable. Also, you must
 - b) submit a record of your activities, dates and times of meetings, and names of those who attended them (20 points).
- 7) You will also be given an individual grade. Your group grade will have input from your team members (20 points). This project will require you to meet **on your own**. Record each other's names, emails, cell phone numbers, etc. so you will be able to contact each other when needed. Remember, teamwork can suffer when a member of the team does not contribute or participate to the best of their ability.

Department	Contact Person	Phone Number
Financial Aid	Deborah Marsella	978-656-3245
Advising	Pat Bruno	978-656-3212
Student Activities	Rebecca Newell	978-656-3363
Instructional Technology	Nancy Curll	978-656-3334
Criminal Justice	Angelo Scacchi	781-258-2666

You may also email any of the contact people. Simply address your request to:
Last name, first initial @middlesex.mass.edu (i.e. finestonec@middlesex.mass.edu)

Questions to Ask

To become familiar with departments at the college, you will need to decide what information is most important and what your objectives for this assignment are.

When you create questions for your interview, consider the following:

At the end of your presentation, students should be able to:

- know where to find and arrange the service you are investigating.
- know the hours, location, and services provided.
- **give a clear description of all of the service(s) provided.**

You may also want to use some of the following questions, and, of course, create your own:

1. How does the service work?
2. Is there a fee involved?
3. Do you need to make an appointment?
4. What type of help is available?
5. What is the difference between personal counseling and career counseling?
6. Did your interviewee always know what they wanted to do for a career?
7. What is their background information?

You can also explore the internet for ideas on interviews and presentations.

TEAM FEEDBACK EVALUATION (20 points)

List the members of your team:

1. How was your team most helpful to you?
2. How was your team least helpful to you?
3. Fill out the chart below by putting each team member's name in the appropriate category. Include yourself. You may put more than one person in a category.

Leader: Keeps team working, focused on Goal (20)	Worker: Work is always done, helps others, always there (17)
Supporter: Upbeat but doesn't do much work, social (14)	Slacker: Doesn't complete work, doesn't participate, doesn't arrive or bring work in on time (10)

4. What should be done differently in the teams next semester?

Evaluation by Instructor

Name _____

Oral Presentation (60) _____

Feedback Evaluation (20) _____

Written Description (20) _____

Total _____(100)

Comments:

Oral Presentation Rubric

(60 points)

Category	Excellent (20)	Satisfactory (17)	Poor (14)
Content (20)	Is interesting, logical, and sequential. Shows full knowledge of key findings. Answers all questions with explanation and elaborations.	Defines and organizes the information logically. Explains key points and details. Is able to answer all questions asked.	Lacks clarity and explanations. Presents irrelevant information. Does not have a grasp of the department. Cannot answer questions effectively.
Organization & Preparation (20)	Good grabber. Creatively presents with logical sequence and smooth transitions. Ends with logical, relevant conclusion.	Effective grabber. Presents with organized sequence and logical transitions. Ends presentation with conclusions based on information.	No grabber. Presents without transitions or logic. Lacks coherence and substance. Ends without conclusion.
Delivery (20)	Excellent eye contact; uses notes as a guide. Captivates the audience with enthusiasm. Speaks clearly and confidently and uses varied vocabulary. Times the delivery to optimum advantage.	Appropriate eye contact; does not overuse notes. Engages audience with knowledge of material. Speaks clearly, paces delivery and selects varied vocabulary.	Poor eye contact and use of notes. Does not engage audience; unfamiliar with material. Engages in many verbal pauses and uses poor grammar. Poor volume; does not speak clearly; delivery is lifeless.

How to Write Your Written Presentation

Your written report should be at least 3-4 paragraphs in length. The content will depend upon the questions you have asked in your interview. It should be no longer than one typed page. Below is a template for what you may want to include in each paragraph.

Paragraph 1: _____ is a member of the _____ department/office.

(include an explanation of this department as well as the person's job description; you may want to explain how the service works and what it provides to students)

Paragraph 2: _____'s duties and responsibilities are many.
(list them, explaining each with some detail)

Paragraph 3: In this section you would want to include any personal information you gathered. You may want to discuss their background, if they always knew what they wanted to do, their family, etc.

Paragraph 4: This can be more personal information on your person OR you may discuss what you learned from this interview or whether or not you enjoyed this interview and why.

Writing Rubric

7

Ability	5 (100) Exceptional	4 (80) Strong	3 (60) Acceptable	2 (40) Weak	1 (20) Poor
1. Content that fulfills a specific purpose with a clear thesis	This paper provides a coherent response, a clear thesis and reflects confidence and careful thought	Provides a coherent response, clear thesis and reflects some thought	Provides a coherent response to the assignment; thesis is present	Provides a response to the assignment; thesis is vague or inadequate	Paper does not relate to the assignment; non-existent thesis
2. General statements (topic sentences) supported, developed, illustrated by relevant details	General statements supported, developed, illustrated by relevant details	General statements usually supported, developed, illustrated by relevant details	Inconsistent details support general statements.	Some irrelevant details, some inappropriate details; paper short and underdeveloped	General statements lack support, details, and development.
3. Evidence of effective paragraphing and sentence structure including vocabulary, word choice, and language.	Strong command of sentences and paragraphs; vivid word choice; language is accurate and communicates sophistication	Reflects mostly a command of sentences and paragraph structure. Language communicates intent and is accurate for the requirements of the assignment.	Sentence structure may be relatively simple but phrasing clear; adequate paragraph structure. Language may be vague or include vocabulary inappropriate for the assignment.	Paragraphs have lapse in unity and coherence. Sentence structure is confusing. Language is much too often unclear.	Poor paragraphing and sentence structure; unclear language
4. Organization is clear, logical and suitable for the assignment.	Order, structure and presentation of information are clear and logical.	Organization structure is strong and reflects a sense of purpose.	Organization has been attempted but does not fully serve the topic and the reader is not always sure why some material is included.	A clear sense of direction is absent. Information is strung together in a loose or random fashion.	There is no organization of ideas. Ideas are unrelated, unclear, and do not flow.
5. Standard grammar, spelling, agreement and punctuation are utilized.	Free of errors in punctuation, spelling, mechanics, usage, and agreement	Very few minor errors in punctuation, spelling, mechanics, usage, and agreement	Some errors in punctuation, spelling, mechanics but not a hindrance to comprehension	Many errors in punctuation, spelling, agreement, and mechanics interrupt the flow of text.	There are numerous grammar and mechanical errors which impede reading the text.

Lesson Plan 9

Carrie Finestone

Title: Cheating: Writing a Summary and Integrating Sources

Suggested Time Period: Class 1: 15-20 minute discussion; Class 2: 50-75 minutes

Learning Objectives:

Student will be able to

1. learn to read and think critically about cheating and plagiarism in our society.
2. read text and practice summarizing points from a persuasive article, citing text, and emphasizing the author's purpose for writing using a template which models research paper writing skills.

Core Student Success Skills:

Critical Thinking Skills, Communication, Collaboration, Organization, and Self-Assessment

Materials:

- Handout: "A Nation of Cheaters"
- Handout: Template
- Handout: Four Scenarios

Context within the Course: This activity builds on summarizing skills. This would be used after 8 weeks of the semester when students have practiced writing summaries.

Procedure:

Class 1

1. The last 15-20 minutes of class, the handout will be distributed. The following Pre-Reading Questions should be discussed.

1. Define cheating. Define ethics.
2. Why do people cheat?
3. Is cheating wrong?
4. How do we learn that it is wrong?

3. Next, assign the Boston Globe article "[A Nation of Cheaters](http://www.scu.edu/ethics/publications/ethicalperspectives/cheating.html)" (<http://www.scu.edu/ethics/publications/ethicalperspectives/cheating.html>) originally published January 19, 2003, by Kirk Hanson. The corresponding template which follows the article should be thoroughly explained and assigned for homework.

Class 2

3. Students return to class, hand in their templates, and discuss the reading. Instructor lists examples of cheating from the article on the board.

4. Turn to the last two pages of the handout. Divide the class into four groups. Four scenarios are given, and the instructor will assign one scenario to each group. The groups must choose two actors, one recorder, and one reporter. The actors will rehearse their assigned script in front of their group for approximately 10 minutes. This will include a discussion of the questions that

follows each script and the recorder will record the group's responses in detail. After all groups have finished, each group will read their scenario to the class. The group's reporter will then read the question that follows and relate the group's answers. Classroom discussion of the scenario and question will follow before the next scenario begins.

5. **Journal Assignment:** Students will write a one page reaction paper. They must include the consequences of their cheating scenario and discuss whether or not their opinion has changed regarding this type of cheating.

Next Steps: The template activity should be repeated throughout the remainder of the semester so that students understand the structure and format of citations in preparation for research paper writing in the future.

Optional Activities: Instructors may create additional skits for larger classes. Movie(s) such as "Wall Street" can be shown.

***Carrie Finestone's sample syllabus which includes this lesson plan can be found in Appendix E of this guide.

Template: [“A Nation of Cheaters”](#)

Directions: After reading the Boston Globe article “A Nation of Cheaters,” fill in the following information. You are first giving a summary of the article (using proper in-text citation) and then pointing out the author’s message and position on the subject.

According to _____ (← list the author here), in “A Nation of Cheaters,”

(now summarize the article’s point→)

(list the source you used in parentheses at the end of the sentence

(_____)). (Now explain what this position is saying using the following

phrase:) This points out (or emphasizes or means)

Four Scenarios

Scenario 1

Sue: Have you started your paper for writing class?

Mike: Nope and I don't think I want to.

Sue: I know! She is so mean assigning us that project! It is too much work!

Mike: Tell me about it! Hey, I have a buddy who goes to UML...

Sue: Yeah?

Mike: And he said if we type in the words "free essays" in the computer, a whole bunch of essays pop up and you can pick and choose which one you want and then just substitute in your own information wherever you need to.

Sue: I don't know if that's a good idea.

(Is she saying that because she thinks it's wrong or because she doesn't think she can get away with it?)

Scenario 2

Joe: Hey Brenda what's up? I haven't seen you at work in a couple days.

Brenda: Oh nothing much. By the way, did you see all the new pens the boss ordered? There were at least 20 boxes of them!

Joe: Really? What's he using them for?

Brenda: Nothing yet he said. He just wanted to make sure we have enough pens whenever we need them.

Joe: Ooh, that's stupid.

Brenda: I guess. But I also think he wouldn't miss me taking one box of pens home. I'm low on them and considering how little they pay me, they can afford it and I can't.

(Is this ethical? What are the disadvantages to doing this?)

Scenario 3

Francisco: Oh I'm rushing to get my taxes done!! Honey, help me!!

Margaret: Oh Frank, you always put things off until the last minute! I'm sick of this!

Francisco: Don't worry it won't take long I promise. I've got this idea.

Margaret: What could that be my dear one?

Francisco: I'm going to make sure we get a bigger refund this year. I'm going to fudge some numbers. Everybody does it.

(If everybody does it, does that mean it is permissible?)

Scenario 4

Mrs. McGillicuddy: Hello Marcus. Please get seated for your MCAS today. You know it's a very important test.

Marcus: I know Mrs. McGillicuddy. I'm very nervous that I won't get my diploma! I can't have a good future without a diploma. Whatever will I do?

Mrs. M: Oh, not to worry. I'm sure you'll do fine. Here's the test and you need to get started now. (Marcus works for 5 minutes. Mrs. M. comes over.)

Mrs. M: Oh Marcus are you sure that's the answer you want to put down for #7? You might want to rethink that.

(Who is cheating here? Does this have any consequences?)

Lesson Plan 10

Carrie Finestone

Title: Teaching Compare-Contrast Models of Writing Using Andrew Lam's essay "They Shut My Grandmother's Door"

Suggested Time Period: Class 1- 10-15 minute pre-reading discussion; Class 2-50-75 minute period

Learning Objectives:

Students will be able to

1. learn to use an effective pre-writing strategy before composing a compare-contrast essay.
2. note compare-contrast transitions in Andrew Lam's essay.
3. explain how a compare-contrast essay is written.

Core Student Success Skills:

Critical Thinking Skills, Communication, (optional Collaboration), Organization, Self-Assessment

Materials:

-Handouts include, Venn Diagram and questions, and two models of compare-contrast essays

- "They Shut My Grandmother's Door" is widely anthologized. I accessed it from **The Townsend Thematic Reader**. Ed. Christopher G. Hayes and Patricia J. McAlexander

Context within the Course: This activity builds on paragraph and essay practice. This could be used mid-way through the semester after students have practiced other (easier) organizational patterns.

Procedure:

Day 1: Conduct a class discussion in which you ask the following pre-reading questions:

1. Define a nursing home and discuss its use.
2. Do all countries have nursing homes or is this an American phenomenon?
3. What will you do with your parents and why? Would you (honestly) be able to care for ailing parents at home?
4. Students read the author's note on page 1 of the essay and make a prediction of how Americans view aging and death as opposed to the Vietnamese.
5. Assign story and questions 1-3 to be type-written for the next class. Explain a Venn Diagram and its purpose.

Day 2:

1. Instructor draws a Venn Diagram on the board with students filling in the details for each country. Then students hand in their homework.
2. Give a list of compare/contrast signal words on the board and have students copy them into their notebooks: Comparisons: similarly, likewise, like, just as, also, comparatively. Contrasts: unlike, but, on the other hand, however, in contrast, difference, instead.
3. Have students look at the story, locate at least five of these words, and circle them.

4. Show students the two ways of constructing an essay using the Subject by Subject or Point by Point Model (page 3 of this handout). The Subject by Subject Model only has topic sentences; it may be completed by students in groups if desired.

Next Steps: Students determine the Compare-Contrast Model author Andrew Lam has used. Students would write a Compare-Contrast Essay first using a Venn diagram and then choosing either model for their framework.

***Carrie Finestone's sample syllabus which includes this lesson plan can be found in Appendix E of this guide.

HANDOUTS

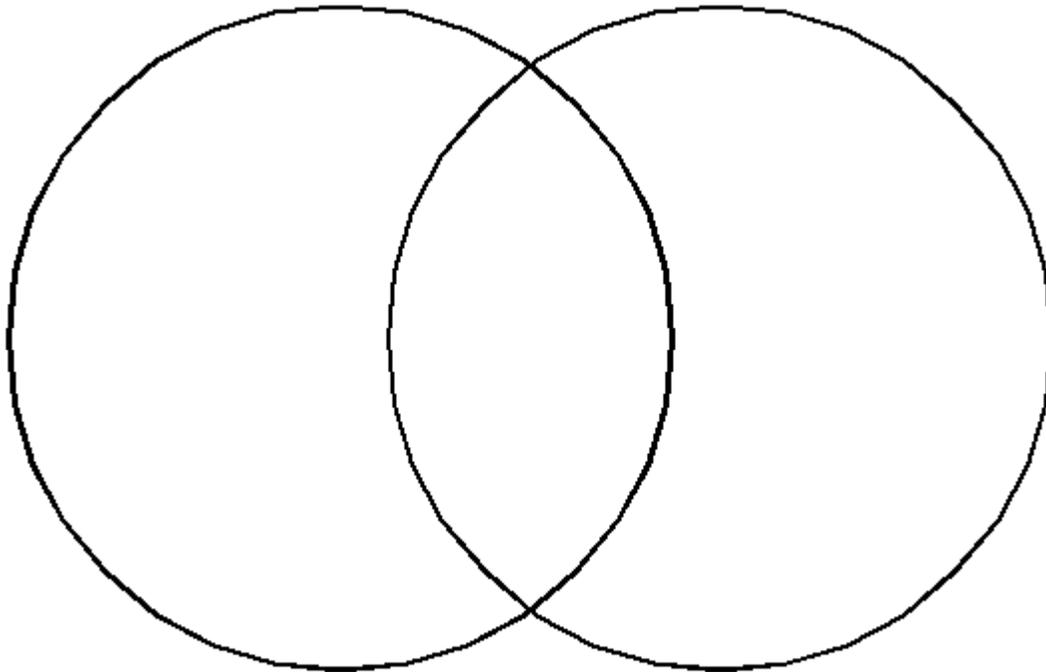
Venn Diagram: Compare and Contrast

Directions:

1. As you read Andrew Lam's essay, "They Shut My Grandmother's Door," look for and record in the Venn Diagram provided, the similarities (in the intersection of circles) and the differences (under each country) between the American and Vietnamese cultures from the reading. Then answer these questions.
2. What is your reaction to these differences?
3. Lam notes the popularity of "blood and guts" movies in America. Have you seen any of these movies? Which ones? Do you agree with Lam that such movies distance people from death and dull their responses to it? Explain your answer. (Use the reverse side to answer this fully.)

America

Vietnam



Now practice and observe the two models to write a compare contrast essay: the Subject by Subject Comparison-Contrast Model or the Point by Point Comparison-Contrast Model. The first one needs details added to make paragraphs complete. The second one is done for you.

Subject by Subject Outline of Introduction and Topic Sentences

How do you want to be treated when you are old and can no longer take care of yourself? Do you want to stay at home with your family surrounding you or would you rather be moved to a nursing home that can take care of your every need so you won't need to feel as if you are a hardship to your family? These questions differ in each culture and country. America and Vietnam, two very distinct countries and cultures, see both aging and life in general very differently.

- America is a very fast paced society. (add details to support this topic sentence)
 - America is a country that emphasizes happy occasions.
 - In America people pay for life insurance and health insurance.
 - Finally, in America many people use nursing homes to put their aging and ill parents.
-

- Vietnam differs in many ways. Life in Vietnam is at a slower pace.
- Agony and pain is part of the Vietnamese culture.
- In Vietnam, people go to the temple to pay for good health.
- Finally, in Vietnam people die in their homes surrounded by loved ones.

Point by Point Comparison-Contrast Model

How do you want to be treated when you are old and can no longer take care of yourself? Do you want to stay at home with your family surrounding you or would you rather be moved to a nursing home that can take care of your every need so you won't need to feel as if you are a hardship to your family? These questions differ in each culture and country. America and Vietnam, two very distinct countries and cultures, see both aging and life in general very differently.

America is a very fast paced society. It is a fast-paced society of disjointed lives. People in this country deal with the language of materialism, overtime, stress, down payment, credit cards, and tax shelter. Life is disjointed in America. In contrast, Vietnam is a gentle world filled with the language of dreams. There is time for spiritual comfort as well as a chance to appreciate neighbors, relatives, the river and land. Life is connected.

Another difference between America and Vietnam lie in their views on life. America is a country that emphasizes happy endings. Most movies end happily and it is culture whose entertainment features the pleasure principle rather than thoughts of despair. Birthdays are celebrated rather than death days. Unlike America, agony and pain are part of the Vietnamese culture. Vietnamese holidays are based on death anniversaries and the culture does not hide from it. Death pervades their poems, novels, fairy tales and songs.

In addition to the pace and views on life are their views on death. Americans pay for life and health insurance religiously. Death is laughed at in popular culture and cemeteries are places of big business complete with colorful brochures. This is in sharp contrast to Vietnam, where people go to the temple to pray for good health. Even though the fear of death and dying is universal to both cultures, the Vietnamese do not hide from it.

Finally it is their views on death, dying, and nursing homes that demonstrate these countries' differences. In America, many people put elderly in nursing homes when they can no longer stay at home. Thus they will take the last part of life's journey alone. When a person dies there, the doors are slammed shut because death is not to be seen at the nursing home. In Vietnam, nursing homes are non-existent. When a person ages, they live with their families and

people die in their homes surrounded by neighbors and relatives. Doors do not shut in Vietnam when a person dies.

These two cultures differ in many ways with regard to the process of death and dying. So the final question is the one that introduced this essay: how do you want to be treated when you are old and can no longer take care of yourself? I know that personally I would like to be in my own home surrounded by the ones who I love and who love me.

Lesson Plan 11

Phyllis Gleason

Title: Is Rudeness Getting Worse?

Suggested Time Frame:

This activity could be done over two or three 50 minute classes. The three classes will give more time for discussion or more examples of what could be considered rude behavior.

Learning Objectives:

1. Students will be able to identify reasons that could support an opinion
2. organize ideas by importance
3. write a five paragraph essay that uses specific examples to support a thesis statement.

Core Student Success Skills:

Critical Thinking, Communication, Collaboration, Organization, and Self-Assessment

Materials: Handouts or links:

- Readings: “Survey Finds Rudeness Getting Worse,” “Cell Yell,” Five paragraph essay templates
- Rough Draft Review workshop sheet.
- Two assignments: Journal Assignment and Essay assignment.
- “Rudeness at the Movies” by Bill Wine is widely anthologized. I accessed it in **The Townsend Thematic Reader**. Ed. Christopher G. Hayes and Patricia J. McAlexander
-

Context within the Course: This activity builds on organizational skills introduced in the first essay of the semester. It also introduces critical thinking skills on an application level, and reinforces the need to develop ideas with specific examples, dialogue or the use of anecdotes. This could be used as a second essay or mid-way through the semester after students have gotten feedback on at least one formal essay.

Procedure:

1. Have students read “Survey Finds Rudeness Getting Worse,” and “Rudeness at the Movies,” for homework.
2. First Class: Give students quiz on “Rudeness.” Quiz questions below.
3. Have students brainstorm behaviors that they think are rude. (Write their answers on the board).

Based on the brainstorming, have students try to come to some kind of agreement about what is and is not rude and why. Ask them to give specific examples or “anecdotes” of experiences that they have had with people being rude. (Typically students give examples of road rage, or being treated poorly at a check out counter, restaurant or other store or people talking on cell phones in elevators etc.)

4. Break students into groups. Have each group choose a situation in which someone is behaving rudely. Give the groups 10 minutes to create a brief scenario to role play demonstrating the rude behavior, and what the person who is offended should or should not do about it. Give each group 5 minutes to act out their scene.

5. For homework that night, assign [“Cell Yell,”](#)

<http://www.nytimes.com/2001/11/22/technology/cell-yell-thanks-for-not-sharing.html> and have the students do the journal assignment that follows:

Journal Assignment:

After reading “Cell Yell: Thanks for (not) Sharing,” please write a response in the form of a journal. First think about whether you agree or disagree with the statements in the article. The second thing you should do is think of specific examples that either support the article’s statements or illustrate that you disagree and demonstrate why you disagree with the statements. Feel free to add information that you came across in the [“Survey Finds Rudeness is Getting Worse.”](#) (http://www.amarillo.com/stories/040302/usn_rudeness.shtml) article or “Rudeness at the Movies.”

6. Second Class: Have students discuss some of their opinions about “Cell Yell.” Do they agree or disagree with the ideas in the article. Discuss the difference between having an opinion and supporting that opinion with specific reasons. Ask them to give specific reasons that they agree or disagree with the article.

7. Template for [Five Paragraph Essay](#) can be found at:

<http://teachingtoday.glencoe.com/lessonplans/expository-writing-the-five-paragraph-essay-lesson-plan-2-of-2>

Using the template, have students create a thesis statement that would demonstrate their opinion about some of the ideas in Taub’s article. (Sample: I agree with Eric Taub that “many cellphone users [have a tendency] to speak into their phones more loudly than necessary, unwittingly involving surrounding strangers in their personal business.” Have the class brainstorm supporting ideas that could “prove” the thesis. Continue working on the templates. Read aloud [“The Hazards of Moviegoing,”](#) (http://www.scottmat34.com/uploads/7/5/8/0/758065/essay_-_hazards_of_moviegoing.pdf) pointing out the elements of the essay. Go over the [Sample five-paragraph essay.](#)

<http://www.taft.cc.ca.us/newtc/academic/liberalarts/owl/SAMPFIVE.HTML>

8. Homework for that night. Using the Outline, have students create a thesis statement and three supporting ideas for an essay on “Rudeness at the Movies.” (Prompt them by asking, For instance, do you think television and our viewing of it increase society’s rudeness or decrease society’s rudeness? If you agree, why do you agree, and what “evidence” can you use to demonstrate your opinion?)

9. Third Class: Collect outlines and discuss ideas that students had. The rest of this class can be taken up with other activities. Give students the essay assignment at the end of this class. The drafts should be due in about a week.

Essay Assignment:

In “Rudeness at the Movies,” Bill Wine says, “Maybe rock concerts and ball games—both environments which condone or even encourage hootin’ and hollerin’—have conditioned us to voice our approval and disapproval and just about anything else we can spit out of our mouths at the slightest provocation when we are part of an audience.

But my guess lies elsewhere. The villain, I’m afraid, is the tube.”

Write an essay in which you agree or disagree with Wine’s statement that television is responsible for the increase in rudeness in public. Be sure to use specific examples to illustrate your points. You may want to reflect on some of the conversations that we have had in class about other “causes” of rudeness.

Optional Activities:

Quiz questions:

1. Give one example of a problem that Wine discusses that could cause his view to be blocked as he watches the movie? (Answers: the man in front is “taller than the Jolly Green Giant,” the woman’s hair is like “a drawbridge when it’s open.)
2. What do the Cub Scout Troop members do that annoys Wine? (Answer: blow into empty Good ‘n’ Plenty boxes.)
3. Behind him there are several couples that are attending the movie together. What do they do that could be considered rude? (Answer: one of the women continuously tells the others what is going to happen next in the movie.)
4. Wine speculates on several causes for what he considers rude behavior. Give one example.

(Answer: other entertainment venues—concerts, ball games etc. that encourage loud interaction or television (the one he thinks is the culprit)).

Next Steps: This activity will lead to a draft of an essay of the above topic, and students will do a writing workshop on the draft of the essay. The students will then have the opportunity to revise based on the suggestions of their draft “group,” and be given about a week to do the “final” draft.

Resources:

Survey finds rudeness is getting worse

NEW YORK (AP) -- [People say you're rude.](#)

http://www.amarillo.com/stories/040302/usn_rudeness.shtml

[“Cell Yell” http://www.nytimes.com/2001/11/22/technology/cell-yell-thanks-for-not-sharing.html?pagewanted=1](http://www.nytimes.com/2001/11/22/technology/cell-yell-thanks-for-not-sharing.html?pagewanted=1)

[“The Hazards of Moviegoing.” http://www.scottmat34.com/uploads/7/5/8/0/758065/essay_-_hazards_of_moviegoing.pdf](http://www.scottmat34.com/uploads/7/5/8/0/758065/essay_-_hazards_of_moviegoing.pdf)

Lesson Plan 12

Kelsey Hellwig

Title: Point of View—Shifting from First to Third Person

Suggested Timeframe: 50 minutes

Learning Objectives:

Students will be able to:

1. Recognize first and third person pronouns
2. Use appropriate pronouns to maintain consistent point of view.
3. Offer and accept feedback from one another.

Core Student Success Skills:

Critical Thinking, Communication, and Collaboration

Materials:

- Peer workshop handout
- Textbook with pronouns listed for 1st, 2nd, and 3rd person points of view

Context within the Course: This activity can be done at any point in the course; however, in order to use it as an introduction to peer feedback, it should be used within the first few weeks of the semester. The activity should follow some previous instruction on pronouns and point of view so that the students are prepared to actively engage in shaping the point of view within their own writing.

Procedure:

1. Students bring in a paragraph of their own which has been written in first person. This paragraph is based on a choice and the outcomes of that choice. Since the topic lends itself to a first person point of view quite readily, most students have already created a consistent first person point of view. However, this activity could be done with any piece of the students' writing. In fact, the instructor may decide to have the students bring in a piece of work written in second person.
2. The whole class brainstorms first person pronouns as a list on the board. Then the instructor asks students to highlight or underline any of these pronouns within their paragraphs.
3. Next, the class brainstorms third person pronouns and nouns as a list on the board.
4. The instructor then gives the following instructions to the students: Pretend that you are writing about someone else's choice. (I say "choice" because of the students' topic for the paragraph, but this could be modified to fit whatever other topic assigned by the instructor.) Create a name for this person and write that name below your paragraph so that you remember it. Now rewrite the paragraph using this newly created name and any third person pronouns that you may need.

5. When students are finished rewriting the paragraphs, the instructor puts them into groups of three. The class discusses the purpose of offering and receiving peer feedback. Because this peer activity is focused specifically on point of view, it tends to be less overwhelming to students who may not have had any previous experience with point of view.

6. Students then exchange and read each other's original paragraphs as well as the revised paragraphs written in third person point of view. After reading the paragraphs, the students answer the questions on the peer workshop handout. Each student should read and respond to the two other students' writing so that each student receives two sets of feedback.

7. When all members of the group have finished, the students can take turns explaining their comments to one another.

8. Finally, the class finishes by discussing how the paragraphs changed when the point of view changed.

Next Steps: This activity could be repeated with other writing assignments. A follow-up activity might involve shifting point of view from second to third person.

***Kelsey Hellwig's sample syllabus which includes this lesson plan can be found in Appendix A of this guide.

Lesson Plan 13

Kelsey Hellwig

Title: Analyzing Essay Exam Prompts

Suggested Timeframe: 50 minutes

Learning Objectives:

Students will be able to:

1. Scan for directional words in essay exam prompts and explain what those words mean in the context of writing an essay exam.
2. Create a thesis and plan a scratch outline for an essay exam and explain how the outline would address the prompt.

Core Student Success Skills:

Critical Thinking, Collaboration, Communication, and Organization

Materials:

- Handout “Strategies for Writing Timed Essay Exams”
- Prompts— use prompts from past Basic Writing final exams or develop your own prompt.

Context within the Course: This activity could be used at any point in the semester to prepare students for responding to timed essay exams. I generally use the activity shortly before midterms in order to prepare students for midterms in their other classes, as well as the essay exam midterm that I give in practice for the final exam at the end of the semester. This activity is designed for a one hour and fifteen minute session, so it may need to be broken up for a fifty minute class.

Procedure:

1. Have students do a guided quick write which focuses on their concerns about timed writing essay exams. The first part of the quick write is focused around this question: What concerns do you have about timed writing essay exams? After giving the students about five minutes to respond to this question, have them move on to the following question: What do you like about timed writing essay exams?
2. Have students brainstorm a list of these likes and dislikes and record them on the board. Most students will express concerns about being limited in time while others will express how they like the pressure of having to complete an essay within a specific amount of time. Either way, the instructor should follow up the brainstorming session with a discussion of how understanding essay exam prompts and proper planning can help students to manage their time effectively during these situations. At this point, the instructor can direct the students to the handout on timed writing exams which is broken into four phases—planning, drafting, revising, and editing.
3. Have volunteers read aloud the definitions for the directional words (analyze, argue, describe, discuss, etc.). As each definition is read, the instructor should provide specific examples to illustrate a situation where the student may be given this directional word. Examples from other classes or career situations work well. For example, for the direction word “discuss,” I might

explain to the students how in a history class, they may be asked to *discuss* the effects of industrialization in America. I would then ask the students how they would respond to such a question. What would it mean to *discuss*, in writing, the effects of industrialization in America?

4. After discussing the directional words, I would break students into groups of three or four depending on the size of class and the number of students. (I like to break them into groups randomly using playing cards.)

5. Once the students are in groups, they will be given a list of essay exam prompts and asked to circle the directional words. After circling the directional words, they should discuss what they are being asked to do in the prompt.

6. After groups have discussed the prompts, come back together as a class and have each group explain one prompt.

7. When the explanations are finished, the groups should choose one prompt. They will then create a thesis and a scratch outline with three to five points of development.

8. After groups have finished their thesis and scratch outlines, they will write these up on the board for the whole class and explain how their work addresses the prompt.

Next Steps: This activity may lead to some group work in which students examine student essays written in timed writing situations in order to evaluate how well they address the prompt.

***Kelsey Hellwig's sample syllabus which includes this lesson plan can be found in Appendix A of this guide.

HANDOUTS

Middlesex Community College

English Department

ENG 071, Basic Writing Final Exam, Fall 2007

Choose one of the topics below. Write an organized, well developed, grammatically correct essay on your chosen topic. You will be given this prompt the class period before the final exam. You may prepare a brief outline consisting of a thesis statement and only three topic sentences which you may bring with you to the final. At the final you will have two hours to complete your essay. You should bring blank paper, writing implements, and a dictionary to the final.

Your final will be graded pass or fail based on the following criteria:

- A relatively well-developed and expressed main idea
- A sense of introduction, conclusion, and organization
- Most paragraphs developed around appropriate topic sentences
- Sufficient, relevant supporting details
- Few if any fragments or run-ons that suggest lack of sentence sense
- Appropriate capitals and end marks
- A reasonable grasp of rules for commas and apostrophes
- Few serious spelling errors

Choose one of the following topics for your essay. Write the number of the topic you have chosen at the top of the first page of your essay.

1. Painful experiences can sometimes teach valuable lessons. Write an essay that provides examples of how a negative event in the news resulted in a positive outcome.

2. What are the reasons for the popularity of a product, musical group, or game? Be sure to be specific and discuss a single product, musical group, or game.

3. If you were to include an item in a time capsule for future generations, what would it be? The item should exemplify the culture of the late twentieth century. Convince the committee sponsoring the time capsule to include your item, explaining thoroughly the item's use and significance in 2007.

STRATEGIES FOR WRITING TIMED ESSAY EXAMS

In general, it is best to try to follow the writing process as much as possible, even though you'll have a limited amount of time. It is generally easier and you'll be more successful if you break the process of writing the essay down into the following stages: **planning, drafting, revising, editing.**

PLANNING

*** Reading the questions carefully and take some time to decide which questions to answer. Look for key directional words that will help you decide how to approach the topic and may even suggest a way to organize your essay. Some examples of key directional words:

Analyze, evaluate, examine, explain

- Bring facts out into the open, determine why events occurred as they did or why you feel as you do about an issue, discuss causes and effects, justify your opinions or interpretations.

Argue, defend, support, justify

- Give reasons for or against a belief or point of view. Take a position and defend it by giving logical coherent reasons.

Describe

- Depict or portray; recreate using carefully selected details so the reader can understand.

Discuss

- Talk about a subject from more than one perspective, point out several aspects, investigate or contemplate several important points.

State

- Briefly express an idea.

Relate

- To tell a story or narrate: similar to describing with carefully selected details to avoid rambling.

*** Generate ideas and get something down on paper. Use brainstorming, clustering, or whatever discovery technique you prefer to discover ideas you can write about. Then shape or organize those ideas into a scratch outline. It is a good idea at this point to have a clearly stated thesis and ideas for main support topics, topics that can be divided into separate support paragraphs.

DRAFTING

*** Write your essay paying attention to your outline.

Usually it is best to state your thesis in your introduction and to make sure each support paragraph has a clear topic sentence that relates to your thesis. If you think of something clever quickly, start with a "hook" or attention-getter at the beginning of your introductory paragraph.

However, do not waste time trying to think of something catchy or clever; a summary will do. Instead, devote your time to developing your ideas. You may want to leave some space at the beginning of the essay and just begin with your thesis and go back after you've finished your draft to write a brief introduction. Make sure that you don't stray from your topic sentence in your support paragraphs and that you include a variety of support statements in your paragraphs. Be sure to give specific examples to illustrate a point and explanations (reasons why) so the reader will understand your point of view. And don't forget to write a concluding paragraph. If you are running out of time, just write a one or two sentence summary to give the essay a sense of completeness.

*** Try to write only one draft to avoid making copying errors.

In general, it's best to write your essay on every-other-line, on one side of the paper only, leaving at least one-inch margins. This will allow you to make significant changes in your essay without copying over. You can make additions and changes on the blank lines in between. Also, one neat line for cross outs is sufficient (total obliteration is not necessary!). Remember that copying in a hurry often causes writers to make more mistakes than they normally would. If you are copying your essay over and you do not finish, tell the reader to "go to rough draft" and put an asterisk (*) on the rough draft where you want the reader to continue reading.

REVISING

*** Read through your essay, making sure that it is clear and understandable. Remember, you can add, delete, or change words and sentences neatly on your draft without making it necessary to copy over. Look especially for the following.

- A clearly stated thesis
- Topic sentences that relate to the thesis
- Effective transitions between paragraphs and within paragraphs
- Adequate development – can you add any explanations or examples? Can you mention causes or effects? Can you cite a useful statistic or quote?
- Beginning and ending – Can you think of an interesting way to get the reader's attention and introduce your thesis in your introduction? Have you written a conclusion that at least summarizes your main points?
- Clear, understandable sentences

EDITING

*** Read through your essay a second time, this time looking only for errors in grammar and mechanics

- Look specifically for your most frequent errors
- Look for errors in faulty pronoun reference and agreement, omitted apostrophes, use of YOU and YOUR, homonyms (wrong spelling of a word that sounds like another word)
- Look for spelling errors and look up words you aren't sure of
- Make sure you have punctuated properly
- Look for fragments. Remember, examples must always be expressed in complete sentence form

SUGGESTED TIME PLAN FOR A TWO-HOUR ESSAY EXAM

15- 20 minutes PLANNING - Brainstorm to Outline

- Get ideas down on paper
- Identify your thesis and main support ideas
- Put your ideas in some order
- Think of examples and other facts to develop support ideas

60 – 80 minutes DRAFTING - Write your first draft

- Write on every other line (which will make later editing and proofreading easier)
- Try to follow the order of your outline
- Be sure to explain points and use examples
- Make sure support paragraphs have topic sentences
- Make sure each paragraph is clearly indented

15 – 20 minutes REVISING - Read for understanding

- Make sure your thesis is clear
- Make sure you have topic sentences that relate to your thesis
- Make sure you have effective transitions between paragraphs and within paragraphs
- Make sure you have adequate support in your paragraphs
- Make sure you have an introductory and a concluding paragraph

10 – 15 minutes EDITING – Proofread for errors in grammar and mechanics

- Look for and correct your most frequent errors
- Look for errors in pronoun reference and agreement, use of YOU and YOUR
- Look for spelling errors
- Look for punctuation errors
- Look for fragments

If you have time and wish to copy your essay over, do so slowly and carefully

- Don't rush and make foolish copying errors
- Avoid making major changes at this point

Weeks Eleven through Fifteen

Lesson Plan 14
Denise Marchionda
Title: Sweet Debate

Suggested Timeframe: 50 minutes

Learning Objectives:

Students will be able to

1. Begin to develop skills for writing persuasively.
2. Practice oral skills for academic argument.

Core Student Success Skills:

Critical Thinking, Communication, Collaboration, Organization, and Self-Assessment

Materials:

- Assorted Hershey's Miniatures
- Persuasion Map handout

Context within the Course: This lesson can be used toward the end of the semester to introduce a formal argumentative/persuasive essay.

Procedure:

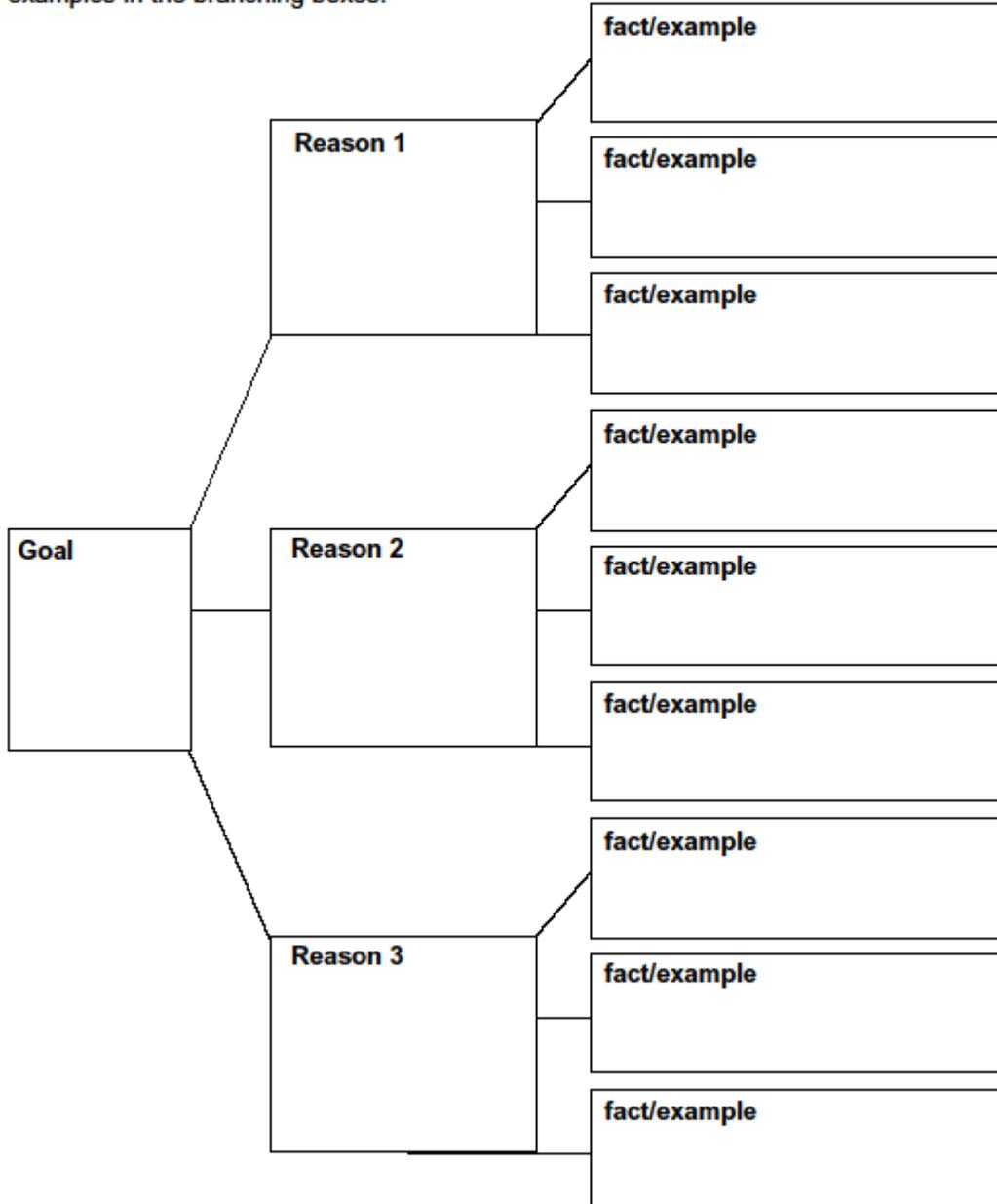
1. Each student chooses one Hershey[®] bar that s/he thinks is the "best" candy bar from the choices provided.
2. Small groups are formed based on choice of candy bar.
3. **Handout Persuasion Map:**

Name _____ Date _____

Houghton Mifflin English

Persuasion Map

Write your goal in the first box. Write three reasons in the next boxes. List facts and examples in the branching boxes.



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4. Each group fills in the Persuasion Map in order to formulate an argument to present to the entire class.

5. After each group presents their argument, students will write a persuasive essay (individually or as a group) convincing the reader that their candy bar is best.

Next Steps: Use essay as springboard to more formal writing.

Optional Activities: This activity could be used for the “best” of anything...other candy, sports teams, cars, etc.

***Denise Marchionda’s sample syllabus which includes this lesson plan can be found in Appendix B of this guide.

Lesson Plan 15

Chris Commodore

Title: Values/Ethics and their place in modern everyday living and later life

Suggested Time frame: 50 – 75 minutes (depending on discussion).

Instructor may use own discretion regarding time frame of activities.

Learning objectives:

Students will be able to:

1. articulate values in their daily life through reflection and writing
2. use values individually or collectively to express personal or collective decisions in writing
3. visit their own ethics or values for personal, community and social interaction and express responses in basic writing
4. understand and address character relative to values and personal responsibility
5. demonstrate/articulate items 1, 2, 3, and 4 in a basic essay writing

Core Student Success Skills:

Critical Thinking Skills, Communication, Collaboration, Organization, and Self-Assessment

Context: This lesson plan should be undertaken toward the end of the semester. The purpose of this lesson plan is to encourage in students the core skills expressed through students' basic writing assignments. It must be stressed that the scenario presented will not be used to judge students' ethical standards in order that students' responses will not be impeded in any way.

Materials:

- Handout – Have a copy of the following scenario for each student

- **Scenario:** On Monday, April 20, 2009, you found a wallet at Cleveland Circle on your way back from the Boston Marathon. In that wallet, there are the following items.

1. \$ 1,720 .00 in cash
2. Four Credit Cards (with PIN written on sticky paper and attached to each card).
3. A picture of a three-year old girl – Henrietta T. Williams
4. An expired driver's license – the owner lives at 942 Cave Hill Road, Key West, Florida.

Write an essay of at least **five** paragraphs recounting your experience. State your financial *situation* prior and subsequent to finding the wallet. What did you think? What did you do? How did you resolve the issue? Remember to touch on the reasons you took the actions you did in this situation.

Activity 1-Procedure:

1. Divide class into groups – three or four per group depending on attendance
2. Give clear overview – definition of ethics/values

3. With student input, write at least two definitions of values/ethics on the board
4. Draw students' attention to ethical issues in current society
5. Give students at least 15 minutes to discuss ethics and values among themselves
6. Have students in each group take notes individually or by a group designee
7. Have groups compare notes open discussion (let them move about class) (5 minutes)
8. Distribute and read scenario (10 minutes)
9. Ask students to discuss the scenario or write freely for 5 minutes regarding what they would do.
10. Hold class discussion on how students would respond to the scenario.
11. Distribute student sample essay and read out loud to students.
12. Solicit students' responses to sample essay after reading – open discussion

Activity 2- Procedure: Essay Development (brainstorming)

1. basic financial disposition at time of finding
2. first reaction - why – reason(s)
3. second reaction – why – reason(s)
4. decision(s) – why - reasons

Final Activity: Procedure - Last 25 minutes of class -

1. Students will be given 25 minutes to write the first draft of their essay in class
2. Open discussion on the direction essays are going – students' response to scenario will be (in case some students may want to rearrange, reconsider their position on the scenario).

Next Step: Finish this essay and hand submit it at next class meeting

Assessment and Follow-up:

Examine the following questions with students after the first assignment from session one has been returned.

1. Who do you believe that person is who lost the wallet?
2. What advice would you have for that person?
3. What about the child in the scenario?
4. What reasons could that person have for carrying this wallet and its contents on that day?
5. What if you were that person who lost the wallet?
6. What obligations do we have as citizens to return or make an effort to return lost-and-found property?
7. How may the law view the actions of the writer in the essay?

After discussing the on-going questions, re-assign the same essay and request that students turn in the new copy with their previous copy.

Optional Activities:

Ask students to select an ethical situation that concerns them, and respond to that choice with an essay of at least five paragraphs. Give them the chance to collaborate on this assignment by choice, but the essay must address a similar ethics/values scenario.

***Chris Commodore's sample syllabus which includes this lesson plan can be found in Appendix C of this guide.

HANDOUT for Lesson Plan on Values

Essay in response to item # 2 – Materials:

On my way home from the Boston Marathon on Monday April 20, 2009, I stumbled upon a wallet that consisted of 1,720 dollars in cash, seven credit cards (six with PIN written on sticky note paper and attached to each card), a picture of a three-year old child, and an expired driver's license. At first glance, I grabbed the wallet off the sidewalk and placed it in my pocket. After I carefully thought about what I was going to do with the lost wallet, I chose to keep the money and ditch the wallet in a parking lot. There were no second thoughts on my decision to take the money and run. Once the wallet was out of my hands, I became 1,720 dollars richer.

The reason why I kept the money and ditched the wallet was that one person's loss belonging is another person's treasure. To even consider using the credit cards is out of the question because those transactions can be traced to the exact location. This person that lost their wallet has probably already called the credit card companies and cancelled them. If not, it wouldn't be too long before they realize they're missing seven credit cards and a massive amount of money. Immediately the owner would then contact each credit card company to trace or make sure that their cards are not being used.

As soon as I got home with the money in my pocket, I knew from that point I was in the clear. Whoever had owned the wallet would never be able to find out what happened to the money that was in there. No remorse will be given towards the situation because the owner's life doesn't intervene with my own. Coming across the wallet on the sidewalk was exactly like winning the lottery to me. It was almost as if an enormous neon sign had come down flashing the word winner as multiple bells and sirens were activated. Possibilities are endless with the amount of money I had discovered.

I have to put myself in this person's shoes for a minute because it would be an awful shame to find out that I had lost my wallet containing a great amount of cash. But, with that much money inside a wallet, there was no way that this person would ever see it again after it was in my hands. No one should be carrying that much cash on them even if they were going shopping. Usually if you plan to spend over two hundred dollars, people will put it on their debit card. In America, money is valuable to a person, especially since the economy we live in now is intensely treacherous.

Not one person will question this money or deny it at a store. No credit cards were used, so no one would be able to trace the wallet back to me. The times are tough in this day and age; finding a vast amount of money may help me be able to afford to reside in America. Absolutely no second thoughts were made after I had snagged the money out from the wallet. Free money had practically fallen into my hands. I will always remember April 20, 2009 as the day that I had found a wallet on a sidewalk and took 1,720 dollars from it.

Lesson Plan 16

Cathleen McCarron

Title: In-Text Citation and Quotation Practice Exercise

Suggested Timeframe: 1 50-minute or 75-minute class period

Learning Objectives:

Students will be able to:

1. Incorporate quotes into their sentences correctly.
2. Cite in-text using proper MLA formatting.
3. Improve sentence structure.

Core Student Success Skills

Communication, Collaboration, Critical Thinking Skills.

Materials:

- Articles previously distributed and read in class;
- Handout titled “How to Incorporate Direct Quotations into Sentences”;
- Quotation Practice worksheet;
- Computer with overhead projector or markers or chalk.

Context within the Course: This activity should occur near the end of Basic Writing since it emphasizes how students incorporate direct quotes from external sources into their sentences correctly. *(Please note: this activity can be also be used in English Composition I or English Composition II when introducing the research paper.)*

Procedure:

1. Make copies of the Quotation Practice Worksheet below.
2. Put students into groups of 3 or 4.
3. Ask students to complete the worksheet by writing sentences that could be used in their analytical papers. All sentences must be written in the third person.
4. Assign each group to put one or two sentences on the board or computer.
5. Have the class as a whole review the sentences and fix any that still need revision.
6. Go through each sentence on the board, asking students to explain how the sentence they wrote follows one of the models on the quotation rules handout.

7. Discuss as a class the reasons it is important to cite sources appropriately:

- to help readers access the original source easily
- in case they want to do their own research;
- to give appropriate credit to the author;
- to provide evidence from outside sources to strengthen your argument.

Next Steps:

Students keep the handout entitled “How to Incorporate Direct Quotations into Sentences” (adapted from [Purdue Online Writing Lab](#)) to refer to when writing and reviewing drafts, peer reviewing, etc.

***Cathleen McCarron’s sample syllabus which includes this lesson plan can be found in Appendix D of this guide.

HANDOUT

Quotation Practice

Using the articles that you've selected for your paper as your research, write the following types of sentences that incorporate quotations. Follow the models on the handouts. Place the correct citation at the end of each sentence.

1. Write a sentence that introduces a quote with a comma and includes the author's name in your part of the sentence. *Cite the sentence correctly.*
2. Write a sentence that introduces a quote with a comma and **does not** include the author's name in your part of the sentence. *Cite the sentence correctly.*
3. Write a sentence that introduces a quote with a colon. *Cite the sentence correctly.*
4. Write a sentence that has a quotation following the word "that." *Cite the sentence correctly.*
5. Write a quotation in which you needed to insert brackets to make the sentence clear. *Cite the sentence correctly.*
6. Write a sentence that introduces a block quote. *Cite the sentence correctly.*

Appendices—Syllabi

APPENDIX A

BASIC WRITING—ENG 071

Professor: Kelsey Pepper Hellwig
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Office: LC—5th floor, cubicle 27

Classroom: City 208
Class Time: T/Th, 10:30-11:45

Office hours: T/W/Th/F, 9:15-10:15am

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-Assessment. 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-Assessment 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 Basic Writing Course Curriculum Guide.

Course Description and Objectives:

This course reinforces paragraph and essay organization and development, sentence structure, usage, punctuation, and mechanics in preparation for college level writing. Students will write a variety of paragraphs, essays and other assignments.

Instructional Objectives:

- Compose a well-developed, organized, and unified essay.
- Create a focused thesis statement.
- Recognize and correct grammatical errors within one's own writing.
- Understand and utilize different modes of development

Course Textbook & Materials:

1. College Writing Skills with Readings, 7th edition, by John Langan
McGraw Hill—ISBN: 978-0-07-334393-8
2. Folder with 2 pockets
3. Dictionary and Thesaurus
4. Lined paper, stapler, paper, pens and/or pencils

Course Requirements:

1. **Regular attendance** and participation.
2. **A variety of miscellaneous grammar and informal writing assignments** that we do both inside and outside of class.
3. **Formal Writing Assignments**
4. **A minimum of Four Meetings with a Tutor in the Writing Center**—1 meeting for each of the four formal essays.
5. **Collaborative Workshops**
6. **Midterm and Final Exam**

Student Conduct:

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

In order to protect the rights of other students, all cell phones must be turned to silent or off and must be put away out of sight. Texting is highly distracting to other students and is not conducive to a proper academic environment.

Teaching/Learning Procedures:

As a college student, you are directly responsible for what you learn in this class. In order to provide a wide range of learning opportunities, we will have lectures, group work, individual study, student/instructor conferences, and class discussions. Please be prepared to be a willing and motivated participant in all modes of instruction.

Attendance Policy:

Regular attendance and participation are essential. If you have more than two unexcused absences your grade for participation will be lowered. Two tardies equal one absence, and if you are more than twenty minutes late to class, you will be marked absent. Excessive absences may result in a withdrawal from the course; however, if you decide to stop attending class, it is your responsibility to officially withdraw from the course by the withdrawal deadline or you may receive a failing grade in the course.

Grading Breakdown:

- 90-100%= A
- 80-89%= B
- 70-79%= C, you must receive a C- to pass this course
- 60-69%= D
- 59 and below= F

Weighted Values for Assignments:

■ Participation	5%
■ Informal Writing and grammar work	20%
■ Formal Writing Assignments	40%
■ Collaborative Workshops	10%
■ Midterm Exam	5%
■ Final Exam	20%
TOTAL:	100%

Grading Policies:

- **Regular attendance and participation** are essential since we will spend considerable class time discussing readings, experimenting with writing strategies, and offering feedback to one another through writing workshops. In addition to your physical attendance, you are required to “mentally” attend class by keeping up with your reading, being prepared with assignments or study questions, and by being ready to actively participate in group work and discussions. If I find that you are not completing your readings, assignments or class work, your participation grade will be lowered. **Note: If you decide to stop attending class, please make sure that you formally withdraw from the course so that you do not receive an F.**
- **The Formal Writing Assignments** have three specific requirements that you must meet in order to be eligible for full credit on each assignment.
 - 1) The first requirement is to complete the essay and bring three copies to class for a peer workshop on the due date listed on the syllabus calendar. These peer workshops are graded under the “collaborative workshops” category of your grade, and if you do not bring three copies of this essay to the workshop, you will lose points.
 - 2) The second requirement is that you meet with a tutor in the Writing Center to discuss each essay assignment. A tutor can fill out a form for you that shows that you met with him or her. Please attach this form to the final draft of your essay. If you do not have a form attached to your essay, you will lose 10 points from the final grade for that essay.
 - 3) Finally, the essay also must be turned in on time in order to receive all possible points. Please see the late policy for specific penalties.

*****Revision Option:** The first three essays that have met the three requirements above are eligible for revision even after they have been graded. In order to revise a paper, you must set up an appointment to meet with me within one week of receiving your graded essay. At this meeting, we will discuss how you can best revise your essay. You should then create a half page “Revision Plan” which should include specific areas of the paper that you are planning to revise and explanations on why and how you will revise these areas. Your revision plan should then be submitted to me for approval. Once your revision plan is approved, you will have one week to complete your revisions and resubmit your essay for grading. Your approved revision plan along with the original graded essay must be attached to the revised essay.

- **Your informal writing assignments and grammar work** are to be kept in a folder. Many of these assignments will assist you in writing your formal papers. Please be advised that although these assignments will not be graded for correctness, they will be evaluated on whether or not they were completed. If you complete the assignment in an intellectually engaging way—which means each assignment shows that you put thought and effort into it—you will receive full

credit. If you are absent, you are responsible for getting the homework assignments and completing them before you return to class. I will check homework and class assignments every class meeting. If you have completed the assignment for that day, you will receive full credit for that assignment. **I do not accept late informal writing assignments.**

- **The Collaborative Workshops** are group activities which enable you to work with your classmates to generate ideas, practice grammar rules, and give and receive feedback on each other's writing.
- **The Midterm and Final exams** will give you the opportunity to practice timed-writing since writing with a deadline is both an academic and a workplace reality. The midterm is only worth 5% of your grade, so you will have the opportunity to practice in-class, timed writing without it affecting your grade too drastically. However, the final exam is worth 20% of your grade. **These exams are graded pass/fail based upon the grading criteria stated below which means that you will get a zero if your essay exam does not meet the minimal requirements of a passing essay. The final exam is weighted so heavily because it is extremely important that your writing meets the Basic Writing exit criteria before you can continue to Composition I.**

Grading Criteria:

All in-class and formal essays will be evaluated on the basis of the following elements:

- A relatively focused and well expressed main idea that responds to and develops the prompt.
- A sense of introduction, conclusion, and organization
- Most paragraphs unified and developed around appropriate topic sentences.
- Sufficient, relevant supporting details
- Few if any fragments or run-ons that suggest lack of sentence sense
- Appropriate capitals and end marks
- A reasonable grasp of rules for commas and apostrophes
- Few serious spelling errors

Late Policy:

All assignments are due at the start of class. If your assignment is not in class by the start of class on the due date, it will be considered late. I do not accept late homework assignments. However, I will accept late essays **which will be docked 10% for each class session that they are late.** With that said, since I recognize that people do get sick and emergencies arise, I do allow you to turn in one essay late with a late coupon that I will be handing out before the first paper is due. I strongly advise that you save this coupon for a true emergency. **Please note: I do not accept papers by email.**

Paper Formatting:

All assignments must be typed—NO EXCEPTIONS. There are various computer labs available to students on campus. Each essay must be typed, double-spaced, using twelve point font with one inch margins on all sides. In the upper, left corner of the first page of your paper, type your name, my name underneath, the class beneath that, and the date underneath the class. Please bring three copies of each paper on each of the peer workshop due dates listed on the syllabus. **I do not accept assignments by email because I will not take responsibility for not receiving them.**

Resources:

Middlesex has many resources available for students. I encourage all of you to make use of the Writing Center as well as the e-tutoring services available on campus. I am also a resource for you, so please do not hesitate to ask for help.

Disabled Students Services:

All disabled students are entitled to “reasonable accommodations.” If you feel that you have a disability, please visit the Disabled Student Services Department. Accommodations are arranged through this department.

Policy on Plagiarism:

Plagiarism occurs when you use someone else’s ideas or language without giving that person credit for the work. Anytime you use someone else’s idea or language in your paper, you must give credit to the author by properly documenting the source. In this class, the assignments are designed to allow you to showcase your individual writing; however, if you decide to incorporate outside sources for any reason, you should follow the MLA guidelines for documentation. You can find these guidelines in your textbook or you can consult me if you are unsure of whether or not you need to document a particular source and how to do it. **Be Advised: Plagiarism is not tolerated in this class or at the college; if I find blatant plagiarism in your paper, you will receive a zero on the assignment.**

SEMESTER CALENDAR

- All major assignments are listed on the following calendar; however, this calendar does not include minor homework assignments for your folder or additional readings that may be assigned. **The calendar is subject to change as the semester progresses and class needs change.**

Week:	Topic:	Reading Assignments:	Due Dates:
1 9/9	An Introduction to Writing	T: Chapter 1, Student Success Quest	
2 9/15 & 17	The Writing Process, Thesis Statements, Point of View *****	T: Chapter 2 & 3, “The Late Paper” ***** Th: “Introduction to the Readings,” pgs 636-640 & “How to Make it in College. . .,” pgs. 734-739	
3 9/22 & 24	The Use of Words	T: Wordmeisters ***** Th: Wordmeisters Part II *****	9/24: Essay 1 assigned; go to the writing center and meet with a tutor.
4 9/29 & 10/1	Adding Evidence, Revision	T: Chapter 4 Th: Chapter 5 & 23	10/1: Essay 1 due for peer workshop, bring 3 copies of completed drafts. *****
5 10/6 & 10/8	Subjects & Verbs, Fragments	T: Chapter 6 & 24 Th: “A Nation of Cheaters” (handout) *****	10/8: Essay 1 due with all necessary materials.
6 10/13 & 10/15	Summary, Run-ons	T: “In Praise of the F Word,” pg. 761-765 & Chapter 25 Th: “What’s Wrong With Schools? Teacher. . .,” pg. 700-703	10/15: Essay 2 assigned; go to the writing center and meet with a tutor
7 10/20		T: Th: NO CLASS— Professional Day	

8 10/27 & 10/29	Timed Writing, Midterm	T: Ch 17, Analyzing Essay Exam Prompts ***** Th: begin MIDTERM EXAM	10/27: Essay 2 due for peer workshop, bring 3 copies of completed drafts. 10/29: Essay 2 due with all necessary materials.
9 11/3 & 11/5	Verbs, Comparison	T: finish MIDTERM EXAM Th: Ch 26 & 13	
10 11/10 & 11/12	Comparison cont.,	T: Ch 13 Th: “They Shut My Grandmother’s Door” (handout) *****	
11 11/17 & 11/19	Comparison cont., verbs, subject-verb agreement	T: Ch 26 Th: Ch 27	11/17: Essay 3 assigned; go to the writing center and meet with a tutor
12 11/24		T: “The Professor is a Dropout,” pg 683-691 Th: NO CLASS— Happy Thanksgiving!	11/24: Essay 3 due for peer workshop, bring 3 copies of completed drafts.
13 12/1 & 12/3	Persuasion	T: The Sweet Debate **** & Ch 16 Th: Ch 16 cont.	12/1: Essay 3 due with all necessary materials 12/3: Essay 4 assigned
14 12/8 & 12/10	Persuasion cont., Pronouns	T: Ch 29 & 30 Th:	12/10: Essay 4 due for peer workshop, bring 3 copies of completed drafts.
15 12/15	Prep for final	T: Final Exam Prep Th: Finals start	12/15: Essay #4 due with all necessary materials
16 5/11	Final Exam	FINAL EXAM, Date and Time—To Be Announced	

APPENDIX B

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-Assessment. 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-Assessment 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 Basic Writing Course Curriculum Guide.

**Middlesex Community College
Bedford Campus
ENG 071: Basic Writing**

Sections 01 (7:30 a.m.), 02 (8:30 a.m.), 04 (10:30 a.m.), and 06 (11:30 a.m.)
Room HH 111

Denise Marchionda, Ed.D., Associate Professor of English

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Office: Henderson Hall, Room 125

Telephone (781) 280-3801

Office Hours:

MWF 9:30-10:30 a.m.

Tuesday ONLINE Office Hour: Via Live E-Mail 12:00-1:00 p.m. / or by appointment

Course Description: This course is required for all students placing into it on the Placement Test, Writing Sample, or passing into it from English Fundamentals. This course includes paragraph development, sentence skills, grammar and mechanics, developing ideas, and writing and rewriting short essays in preparation for ENG 101 - English Composition I. Credits earned in this course do not apply to MCC degree or certificate programs.

Attention will be on mastery of the writing process, developing writing skills and strengths, as well as diagnosis and remediation of individual weaknesses.

Course Objectives:

IDEAS  ⇒ WORDS  ⇒

SENTENCES  ⇒ PARAGRAPHS  ⇒

ESSAYS 

Through the writing process, students will be able to:

- Generate and develop ideas
- Write sentences that show coherent sequence of thought
- Support a thesis with evidence
- Write for different audiences and purposes
- Organize ideas and develop paragraphs

- Write unified and coherent essays of five or more paragraphs
- Evaluate and interpret the meaning of textual material
- Read critically for inferences, suppositions, and conclusions from a variety of sources
- Develop improved comprehension and reflective reading skills while incorporating reading content in writing
- Proofread and edit own work for spelling, punctuation, capitalization, and other mechanics
- Write grammatically correct sentences, paragraphs, and essays
- Pass grammar, punctuation, and usage tests with proficiency



Required Texts:

1) Textbook:

Marchionda, Denise. *Dr. M's Basic Training: Becoming a Professional Academic Writer*.

Columbus, Ohio: Zip Publishing, 2009.

2) Novel:

Gantos, Jack. *Hole in My Life*. New York: Farrar, Straus and Giroux, 2002.

3) College level dictionary and thesaurus

Be sure to buy all books at once, **at the beginning** of the semester. They will be sent back by bookstore in a couple of weeks and you will then have to search for the books elsewhere.



Materials needed for each class:

- 1) **Each and every class** you will need at least one **pencil AND one pen (no red pens)**, a working **highlighter (any color will do)**, and your **textbook**.
- 2) **Some classes** you need to have a few **sticky notes** and **3"X 5" index cards**. Colors are your choice and may vary.



Technical Requirements:

You will **need access to a functional COMPUTER** for word processing and accessing the Internet, as well as a **functional PRINTER** supplied with **ink and paper**. All **homework, (short assignments, essay/writing drafts, and final copies...EVERYTHING)** must be **typed in size twelve (12) Times Roman font and double-spaced using MLA formatting**. Be sure to save all of your drafts and documents electronically, as we will revise and edit each one. You will submit several drafts for each writing assignment, plus other material as required. Guidelines for each assignment will be discussed in class and in the textbook.

If you do not own your own computer, you must make arrangements to visit the library and/or computer labs here on campus to complete your assignments **well before the due date**. **Do not wait until the last minute and expect a computer/printer to be available for you**. **PLAN AHEAD. HANDWRITTEN ASSIGNMENTS WILL NOT BE ACCEPTED** unless it is an in-class activity. **Technical difficulties are not an excuse** for late or incomplete assignments.



Course Requirements:

You will be required to write **at least** five formal essays during this semester. Numerous short writing and reading assignments, both in class and for homework, will be assigned. **You must keep an electronic copy of all of your course work, as well as printed copies in your textbook folders** for end of the semester final exam/reflection. Your textbook will become both a writing reference book for your future academic writing, as well as your portfolio for the final exam at the end of the course.

This course is designed to develop writing, critical reading, and thinking skills through shared discussion and participation. There are daily and weekly assignments with **firm due dates**. Students **MUST complete** all reading and writing assignments **on time** and fully participate in class discussions, writing workshops, and peer review sessions. Each of the formal essays/writings must be developed and revised in many drafts. Students will write critical responses to each of the assigned readings. All writing will reflect college-level inquiry, using both printed and electronic sources. All sources must be properly cited and documented using MLA formatting standards as required.



Attendance: You are all important to me! All students are required to attend all classes and are responsible for all assigned work. Students are expected to be **on time** for class and to **attend** the entire period. If you absolutely have to miss a class, you are responsible for reading the syllabus and textbook for assignments and/or e-mailing the instructor to find out/clarify what you need to do to keep up with assignments before returning to class.

You will receive one (1) point toward your final grade for each class you **fully attend**. Full attendance is being on time and ready to participate in class activities. Participation includes active participation in class discussions and group activities, while using appropriate academic and courteous behavior. **Participation also means having graded and/or non-graded homework assignments ready for submission, AT THE BEGINNING OF CLASS.**

If you attend class as an **“Observer”** without the required homework due that Lesson, you **will receive only a half point (or .5) for the Lesson.**

If you are absent (for whatever reason) you will not receive a point.

If you fall asleep in class, if you are disruptive in class, (i.e. fooling around, not paying attention, being disrespectful to the instructor or others) **if you are busy talking and/or text messaging others or playing games with your cell phone** (or any other electronic device) **while in class, or if you are monitoring/typing away on your laptop, you will not receive an attendance point for that Lesson and will be asked to leave.** If you decide to attend class, please attend and participate; refrain from any other activities during our time together.

Late arrivals and/or early departures will be awarded fractional credit that reflects actual attendance time. (Examples: .5, .67, .90, ... etc.)

Please note! **Homework and in-class activities CANNOT be submitted late. Attendance and participation are required!**



Late Assignments are PROHIBITED: Assignments must be completed by dues dates and submitted at the **beginning of the class. Homework assignments and essays will not be accepted late.** Technical difficulty is not an excuse for late assignments. Please plan ahead to have a computer available, ink and paper available for your printer, and have your work done prior to the due date.

Waiting to do and/or print out work just before class is not a wise decision and will result in your non-submission of assignments, thus, failing to earn credit toward your final grade. Please **do not e-mail me** homework assignments because your printer is not working, or you cannot print it for some reason. **I will NOT read or print out your homework assignments sent in as e-mail.**

Homework assignments are used for the due date's class activity, therefore, if you do not have a printed copy when it is due, it will not do you (or me) any good to not have it with you or otherwise turn it in late. It will not be accepted late even if you e-mail it to me prior to class. **Poor planning will result in a poor grade.**

What if I already did my homework, but I cannot get to class?

IF YOU KNOW YOU WILL BE ABSENT and have the homework finished prior to class, **send it in with someone else or e-mail** the assignment **BEFORE class begins! (The assignment must be time-stamped via e-mail PRIOR to the beginning of class. This is ONLY if you are ABSENT that Lesson. DO NOT e-mail me assignments because you could not print them. If you cannot print your assignment, you cannot submit your assignment. See "Technical Requirements".)** If you have a *true* medical or other emergency, contact me *within 24 hours* of the emergency and we can make arrangements to keep you up to date and for your assignments to be completed.

Point-by-Point Grading System



Time per week to plan for this course:

In-class = 2.5 hours **PLUS** Homework = 4-6 hours

Total: Approximately 6-8 hours PER WEEK

In a job, you earn money (\$\$), in this course, you earn points!

Available points to earn = 109

There is no sick time or vacation time, but only 93 points are needed for an "A" grade, therefore, 16 points are built into the course structure "to use" for sick time/vacation time. **CAUTION:** Please use the "extra" points judiciously! There are no "excused" absences or late submissions; you need to plan your time carefully.

Letter Grade = Points earned

A+ 101+ (Hats Off to You! Award)



Hats Off to You! Award (Award is presented in lieu of the +, as there is not an A+ grade available for grade reporting ☺. This Award entitles you to an excellent letter of reference (for work/school/other) from me *at any time in your life.*)

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 –0

Earn 93 points, you earn an “A”. You may choose to do or not do assignments and/or attend class to work to earn the points you desire. For example, if you choose to only earn 70 points, you would earn a “C-”. (That is what you need to earn to move into ENG101 – English Composition I)

Dr. M’s Good Planning Strategy: Earn the points you desire at the beginning of the semester, then you will find yourself in a wonderful situation where you can decide if assignments are worth your time and effort. **I would, of course, encourage you to go for the “A” grade, but it is entirely up to you.** On the other hand, if you opt not to attend class or not do assignments early in the semester, and decide not to earn those available points, you will find yourself trying to earn the remaining points just to pass the course without any leeway. If you decide to do this, (and of course, **it is up to YOU**) it is at your own peril, as **I do not accept any late assignments, nor provide any extra credit points to make up what you have decided not to do earlier in the semester.** I work hard all semester and provide ample opportunity for you to do well. Please do not ask me to do extra work if you have not done your assignments and/or attended class. Please plan ahead, (review syllabus assignments, work ahead of schedule if you know you will be busy, etc.) keep up with your assignments, and you will easily succeed!



Using the Point-by-Point Grading System: How am I doing?

It is easy to tell how you are doing in this course at any point in the semester. Use these directions:

1. Look up your grade point total on the course website at Blackboard.
2. Add up the number of points that could have been earned at that particular point in time.
3. Divide YOUR point total by the total number of points available.
4. Your answer will be a percentage. Match the percentage to the letter grade on the table below.

For example:

If you have 73 points, and the total number of points available the time of calculation = 80, take 73 and divide by 80. You should get .91, or 91%. This means you are in the “A” grade range at that point in time. Try it – it works!



Instructional Methods: Information sharing, interactive computer assignments, peer editing, class discussion, student presentation, role-playing, pair shares, conferencing, and audio/visual presentation. Be prepared to be an active member of the class!



Special Accommodations: Students requiring special accommodation because of special needs are encouraged to discuss this with the instructor. All discussions relative to special accommodation will be strictly confidential.



Plagiarism Policy: Plagiarism will not be tolerated. If plagiarism is found in any essay or assignment, the assignment will receive a “0” **without an opportunity to rewrite**. You may also be asked to withdraw from the course as this is an egregious error and tantamount to stealing.



Please turn **cell phones OFF**, so they do not disturb the class. Also, **NO laptops** are required or necessary while in class, so please do not use them while in this class. We have plenty of people here to interact with! Attending class is paying attention to what is happening in the classroom, not attending to outside concerns.



Grading

How Homework and Short Assignments will be graded:

√+ = 1.25-2.25 points = Well done! Complete with extra effort/creativity noted.

√ = 1-2 points = Complete as assigned.

√- = .5-.1 point = Some of the assignment complete, but with poor quality work.



How Five Point Writing Assignments will be graded:

(Grading is as follows for 5-point essays: A/A-=5; B+/B=4; B- /C+/C=3; C- /2; D+/D=1; D-/F=0)

Grade = Criteria

Earned credit will reflect all or most of the criteria listed next to each letter grade. Grade will reflect a combination of criteria from the three categories under each letter grade (see examples at end of rubric):

Style/Technique/Organization = S
Grammar/Mechanics/Formatting = G
Assignment specifications = A

A = Excellent!

Style/Technique/Organization:

- ✓ The writing is powerful, memorable, and/or moving.
- ✓ Thesis is clear, ideas are focused and relevant, organizational pattern enhances message.
- ✓ Vocabulary is at college level and is varied and interesting.

Grammar/Mechanics/Formatting:

- ✓ Spelling, punctuation, grammar, and formatting are all correct.

Assignment specifications: all met.

A-/B+ = Very Good!

Style/Technique/Organization:

- ✓ The writing is powerful, memorable, and/or moving.
- ✓ Thesis is clear, ideas are focused and relevant, **organizational pattern is deliberate.**
- ✓ Vocabulary is at college level and is varied and interesting.

Grammar/Mechanics/Formatting:

- ✓ Spelling, punctuation, grammar, and formatting are almost all correct.
- ✓ **Three or more minor errors** distract the reader. (Error Example(s): missing commas here and there, one misspelling/typo or wrong word choice.)

Assignment specifications: all met.

B = Good!

Style/Technique/Organization:

- ✓ The **writing has a message**.
- ✓ Thesis is clear, **ideas are focused**, and **organizational pattern is intentional**.
- ✓ Vocabulary is mostly at college level and is varied and interesting.
- ✓ **One idea may not be explained** fully, or an **idea may need details**.

Grammar/Mechanics/Formatting:

- ✓ Spelling, punctuation, grammar, and formatting are almost all correct.
- ✓ **Four or more minor errors** distract the reader, even if it is the same error repeated several times. (Error Example(s): formatting is incorrect, punctuation missing or not used correctly, a misspelling, a homonym error, etc.)

Assignment specifications: mostly met/something minor is missing.

B-/C + = Decent!

Style/Technique/Organization:

- ✓ The writing has potential but **needs polishing/proofreading**.
- ✓ Thesis may or may not be clear, but **ideas are linked** and **organization is evident**.
- ✓ Vocabulary is mostly at college level.
- ✓ **More than one idea needs explaining** or **needs more details**.

Grammar/Mechanics/Formatting:

- ✓ **Five or more errors** distract the reader, even if it is the same error repeated several times. (Error Example(s): formatting is incorrect, punctuation missing or not used correctly, a misspelling, a homonym error, and **only one more serious error** such as a **run-on sentence** or **verb tense shift**.)

Assignment specifications: mostly met/something minor may be missing.

C/C- = Needs Work

Style/Technique/Organization:

- ✓ The writing has potential but **needs lots of polishing/proofreading**.
- ✓ Thesis may or may not be clear, but ideas are somewhat linked and organization evident.
- ✓ **Two or more ideas are not explained**.
- ✓ Vocabulary may be less-than college level.

Grammar/Mechanics/Formatting:

- ✓ **Six or more errors** distract the reader, even if it is the same error repeated several times. Writer's message suffers due to amount of mechanical/grammatical errors present.
- ✓ Spelling, punctuation, grammar, and formatting are suffering, and the **reader has to work to decipher the text**. (Error Example(s): formatting is incorrect, punctuation missing or not used correctly, a misspelling, a homonym error, **and only one serious error** such as a **run-on sentence**, **verb tense shift**, **grammatical error**, **garbled sentence that makes no sense at all**, etc.)

Assignment specifications: not met/something important is missing.

D = Poor

Style/Technique/Organization:

- ✓ **Needs lots of work**. One or more of the following is true:
 - The reader questions the writer's intent.

- Thesis is not clear, but ideas may be linked.
- No organizational pattern is evident or organization is skewed.
- Vocabulary is less-than college level.
- Ideas are not explained.

Grammar/Mechanics/Formatting:

- ✓ The work is **difficult to read with so many errors**. Writer's message is lost due to so many errors.
- ✓ **Seven or more errors** distract the reader, even if it is the same error repeated several times. Spelling, punctuation, grammar, and formatting are suffering, and **the reader struggles to decipher the text**.
- ✓ **The reader has to stop reading before the end because the writing is too difficult to read**. (Error Example(s): formatting is incorrect, punctuation missing or not used correctly, misspellings, homonym errors, **plus more than one serious error such as a run-on sentence, verb tense shift, grammatical error, garbled sentence, etc.**)

Assignment specifications: not met.

D-/F = Less than Poor/Unintelligible/Reader questions writer's intent.

Style/Technique/Organization:

- ✓ **One or more of the following** is true:
 - Thesis is not clear and ideas are sketchy.
 - No organizational pattern is evident.
 - Vocabulary is less-than college level.
 - Ideas are not explained or decipherable.

Grammar/Mechanics/Formatting:

- ✓ **Eight or more errors** distract the reader, even if it is the same error repeated several times.
- ✓ Spelling, punctuation, grammar, and formatting are suffering and the **reader has to stop reading before the end as the writing is too difficult to decipher**. (Error Example(s): formatting is incorrect, punctuation missing or not used correctly, misspellings, homonym errors, **plus more than one serious error such as a run-on sentence, verb tense shift, grammatical error, garbled sentence, etc.**)

Assignment specifications: not met.

Examples of grading of a five (5) point essay: (Grading is as follows for 5 point essays: A/A-=5; B+/B=4; B- /C+/C=3; C- /2; D+/D=1; D-/F=0)

Coding:

Style/Technique/Organization = S

Grammar/Mechanics/Formatting = G

Assignment specifications = A

S = A/5

G = B+/4

A = yes

Grade for assignment = 4.5

S = B/4

G = C-/2

A = something missing

Grade for assignment = 2.5 or 3 (depending on what is missing)

S = B-/3

G = D/1

A = no

Grade for assignment = 1 or 2 (depending on what is missing/amount of errors)

S = C-/2

G = D-/0

A = no

Grade for assignment = 0 (**reader had to stop reading** due to errors)

Please Note: If the reader has to stop reading due to the text being too difficult to decipher, that essay will receive a “0” as it is not a professional, college-level piece of writing. Be sure to READ ALOUD and have another set of eyes/ears help you proofread! Do not let your message get lost in an untidy heap of grammatical/mechanical errors.

Course Outline



Note: The following outline is a guideline and may be adjusted and updated as needed. Homework is always due the following class, unless noted. **DUE DATES MAY CHANGE.** Students will be **notified in class** of changes to this schedule. **Attending class is important!** The course is designed to identify individual strengths and weaknesses. Additional time will be spent on those areas deemed necessary.

ALSO: Please note the number listed after each assignment. That number represents the points available to earn toward your final grade with that assignment. For example:

- Introduction - How Do You Do?
Post/Reply at BB (1 point)

The “1” is the point value associated with that assignment

You can also check your grades at the Blackboard site. Click on “My Grades” in left hand side of course site. Each assignment is listed there, along with the point value.

Date/Topic/Lesson

Readings/Homework (HW) DUE for the following class unless noted – NOTE: point value follows

WEEK 1

Lesson 1 – 9/9W - Welcome! Introductions please...

HW:

- 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 not finished in class and prepare to submit to instructor.
- Bring highlighter!
- Other: _____

Lesson 2 -9/11F - Set-Up and Survival

- HW:
- Read Lesson 2
 - Log into Blackboard website
 - First Blackboard Assignment (1 point)
 - Syllabus Quiz on BB and sign Syllabus Contract (1 point)
 - Send Dr. M an e-mail using professional protocol (1 point)
 - Other _____

WEEK 2 - Check out your grades at the gradebook!

FYI = 5 points

Lesson 3 – 9/14M Words! *

- HW:
- Read Lesson 3
 - Three New Words Assignment (1 point)
 - Bring dictionary and thesaurus to class
 - Other _____

Lesson 4 – 9/16W Words and Writing Tools *

- HW:
- Read Lesson 4
 - Write the story of "What's in the Backpack?" (1 point)
 - Bring dictionary and thesaurus to class
 - Other _____

Lesson 5 – 9/18F Ugh! Grammar Review

- HW:
- Read Lesson 5
 - Grammar Review Homework Assignment (Due for Lesson 7) (1 point)
 - Other _____

WEEK 3 - Check out your grades at the gradebook!

FYI = 10 points

Lesson 6 – 9/21M Ugh! Grammar Review continued

HW:

- Read Lesson 6
- “The Maker’s Eye” Assignment – (1 point)
- Reminder: Be prepared to submit Grammar Review Homework Assignment
- Other _____

Lesson 7 – 9/23W The Writing Process

- HW:
- Read Lesson 7
 - Fresh Eyes: Revise “What’s in the Backpack?” (1 point)
 - Other _____

Lesson 8 – 9/25F The Writing Process continued

- HW:
- Read Lesson 8
 - Third Draft of “What’s in the Backpack?” Story Assignment **two printed copies** (1 point)
 - Other _____

WEEK 4 - Check out your grades at the gradebook!

FYI = 17 points

Lesson 9 – 9/28M Final Polishing and Copyediting

- HW:
- Read Lesson 9
 - Final Draft of “What’s in the Backpack?” story:
 - Formatted, copyedited, and polished
 - Posted at the Blackboard course site for review
 - One printed copy for in-class use (5 points)
 - Bring sticky notes to class

Lesson 10 – 9/30W Ideas – Where do we get them?

- HW:
- Read Lesson 10
 - First Draft Fear Essay Assignment **two printed copies** (1 point)
 - Other _____

Lesson 11 –10/2F Hooks, Titles, and Details

- HW:
- Read Lesson 11

- Second Draft of Fear Essay Assignment **two printed copies** (1 point)
- Other _____

WEEK 5 - Check out your grades at the gradebook!

FYI = 27 points

Lesson 12 – 10/5M –Reflect, Review, Revise

HW:

- Read Lesson 12
- Reflect, Review, Revise Backpack Essay Assignment (1 point)
- Third Draft Fear Essay Assignment **two printed copies** (1 point)
- Other _____

Lesson 13 – 10/7W Writing Lab

HW:

- Read Lesson 13
- Final Draft Fear Essay Assignment (due in Lesson 15)
 - Professionally reviewed by tutor
 - Formatted, copyedited, and polished
 - Posted at the Blackboard course site for review
 - One printed copy for in-class use (5 points)
- Other _____

Lesson 14 – 10/9F Descriptive Techniques

HW:

- Read Lesson 14
- Choosing Favorite Places Assignment **two printed copies** (1 point)
- Reminder: Final Draft Fear Essay Assignment (due in Lesson 15)

WEEK 6 - Check out your grades at the gradebook!

FYI = 37 points

10/12M NO SCHOOL COLUMBUS

Lesson 15 – 10/14W Effective Sentences and Paragraphs

HW:

- Read Lesson 15
- “Writing with Your Nose” Article and Assignment (1 point)
- Other _____

Lesson 16 – 10/16F Review the Senses

HW:

- Read Lesson 16
- First Draft My Favorite Place Assignment **two printed copies** (1 point)
- Other _____

WEEK 7 - Check out your grades at the gradebook!

FYI = 41 points

Lesson 17 – 10/19M Vivid Verbs, Adjectives, and Adverbs

HW:

- Read Lesson 17
- Review, Reflect, Revise: Fear Essay Assignment (1 point)
- Second Draft Favorite Place Essay Assignment **two printed copies** (1 point)
- Suggestion:** Consider having each draft of your essay professionally reviewed by e-tutoring or the Writing Center
- Other _____

Lesson 18 – 10/21W Figurative Language

HW:

- Read Lesson 18
- Third Draft Favorite Place Essay Assignment **two printed copies** (1 point)
- Other _____

Lesson 19 - 10/23F Polished Imagery

HW:

- Read Lesson 19
- Final Draft of Favorite Places
- Essay Assignment:
 - Formatted, copyedited, and polished
 - Posted at the Blackboard course site for review
 - One printed copy for in-class use (5 points)
- Other _____

WEEK 8 - Check out your grades at the gradebook!
FYI = 52 points
Lesson 20 – 10/26M Punctuation: Comma Review

- HW:
- Read Lesson 20
 - Comma Review Assignment(1 point)
 - Other _____

Lesson 21 – 10/28W Punctuation: Semi-colon and Colon Review

- HW:
- Read Lesson 21
 - Semi-colon and Colon Review Assignment (1 point)
 - Other _____

Lesson 22 10/30F - Punctuation: Quotation Marks and Miscellaneous Review

- HW:
- Read Lesson 22
 - Quotation Mark and Miscellaneous Review Assignment (1 point)
 - Other _____

Week 9 - Check out your grades at the gradebook!
FYI = 58 points
Lesson 23 - 11/2M Nonfiction Narratives

- HW
- Read Lesson 23
 - Review Reflect, Revise Favorite Place Essay Assignment (1 point)
 - Snapshots to Share Assignment (1 point)
 - Other _____

Lesson 24 – 11/4WSnapshots

- HW:
- Read Lesson 24

- First Draft Snapshot Essay Outline Assignment **two typed copies**(1 point)
- Optional: Bring a video camera or other recording device to class
- Bring sticky notes
- Other _____

Lesson 25 – 11/6F Narrative Review

- HW:
- Read Lesson 25
 - Second Draft Snapshot Essay Assignment **two printed copies** (1 point)
 - Pre-read the essay “The Chase” before class (in Lesson 26)
 - Other _____

WEEK 10 - Check out your grades at the gradebook!

FYI = 65 points

Lesson 26 – 11/9M Polishing the Narrative

- HW:
- Read Lesson 26
 - Third Draft of Snapshot Essay Assignment **two printed copies** (1 point)
 - Other _____

11/11 W Veteran’s Lesson – NO Class

Lesson 27 – 11/13F Sparkling Narratives (LAST Day TO WITHDRAW WITH “W”)

- HW:
- Read Lesson 27
 - Final Draft of Snapshot Essay Assignment:
 - Formatted, copyedited, and polished
 - Posted at the Blackboard course site for review
 - One printed copy for in-class use (5 points)
 - Bring sticky notes to class
 - Bring *Hole in My Life* to class
 - Other _____

WEEK 11 - Check out your grades at the gradebook!

FYI = 73 points

Lesson 28 – 11/16M Reading Effectively

HW:

- Read Lesson 28
- Reading Assignment #1 - *Hole in My Life*, by Jack Gantos
- Part I – Chapters 1-4 Discussion
Preparation (1 point)
- Bring *Hole in My Life* to class
- Other _____

Lesson 29 – 11/18W *Hole in My Life*

HW:

- Read Lesson 29
- Reading Assignment #2 - *Hole in My Life*, by Jack Gantos
- Part II – Chapters 1-2 Discussion
Preparation (1 point)
- Bring *Hole in My Life* to class
- Other _____

Lesson 30 – 11/20F *Hole in My Life*

HW:

- Read Lesson 30
- Reflect, Review, Revise: Snapshot
Essay Assignment (1 point)
- Reading Assignment #3 – *Hole in My Life*, by Jack Gantos
- Part II – Chapters 3-4 Discussion
Preparation (1 point)
- Bring *Hole in My Life* to class
- Other _____

WEEK 12 - Check out your grades at the gradebook!

FYI = 80 points

Lesson 31 – 11/23M *Hole in My Life*

HW:

- Read Lesson 31
- Reading Assignment #4 – *Hole in My Life*, by Jack Gantos
- Part III – Chapters 1-3 Discussion
Preparation (1 point)
- Bring *Hole in My Life* to class
- Other _____

Lesson 32 – 11/25W *Hole in My Life*

HW:

- Read Lesson 32
- Reading Assignment #5 – *Hole in My Life*, by Jack Gantos
- Part III – Chapters 4-8 (end) Discussion
Preparation (1 point)
- Bring *Hole in My Life* to class
- Other _____

11/27F NO SCHOOL THANKSGIVING

WEEK 13 - Check out your grades at the gradebook!

FYI = 84 points

Lesson 33 – 11/30M *Hole in My Life*

HW:

- Read Lesson 33
- Questions and Themes Assignment (1 point)
- Bring *Hole in My Life* to class
- Other _____

Lesson 34 – 12/2W Writing from Reading

HW:

- Read Lesson 34
- Choosing a Thesis Statement Assignment **two printed copies** (1 point)
- Bring *Hole in My Life* to class
- Other _____

Lesson 35 – 12/4F Academic Essays – Finding the Evidence

HW:

- Read Lesson 35
- Finding the Evidence **two printed copies** (1 point)
- Bring *Hole in My Life* to class
- Other _____

WEEK 14 - Check out your grades at the gradebook!

FYI = 90 points

Lesson 36 – 12/7M Essay Maps

HW:

- Read Lesson 36
- Essay Map **two printed copies** (1 point)
- Bring *Hole in My Life* to class
- Other _____

Lesson 37 – 12/9W Academic Essays

HW:

- Read Lesson 37
- First Draft Academic Essay Assignment **two printed copies** (1 point)
- Bring *Hole in My Life* to class
- Other: _____

Le

Lesson 38 – 12/11F Writing Issues: Choose Tense and No Cranes

HW:

- Read Lesson 38
- Second Draft of your Academic Essay Assignment **two printed copies** (1 point)
- Bring *Hole in My Life* to class
- Other _____

WEEK 15 - Check out your grades at the gradebook!

FYI = 96 points

Lesson 39 – 12/14M The Last Proof

HW:

- Read Lesson 39
- Final Draft Academic Essay Assignment:
 - Formatted, copyedited, and polished
 - Posted at the Blackboard course site for review
 - One printed copy for in-class use (5 points)
- Bring entire Textbook/Portfolio to class
- Other _____

Lesson 40 – 12/16W Preparing to Write on Your Own

HW:

- Read Lesson 40
- Bring Textbook/Portfolio of Basic Writing to Final
- Prepare for Final Exam
- Other _____

WEEK 16 FINAL Exam/Essay (5 points)

Section – Regular Class Time

01 - 7:30 a.m.

02 - 8:30 a.m.

04 - 10:30 a.m.

06 - 11:30 a.m.

Final Date – Final Time

M 12/21 8 a.m.-10 a.m.

TH 12/17 8 a.m.-10 a.m.

TH 12/17 10:30 a.m.-12:30 p.m.

M 12/21 1:00-3:00 p.m.

FYI = 108 total points

APPENDIX C
Middlesex Community College
SYLLABUS CONTENT PAGE

This syllabus is deliberately extensive in order to give students a comprehensive view of overall course content, expectations and directions. The syllabus is explained in its entirety at *first* class meeting. The *numerical order* approach is intended to make it simple for students to refer to sections and information easily.

Sections:

1. Instructor ... How to reach...
2. Course Title and Section
3. Course Description
4. Course Material/Text (primary & suggested)
5. Course Topics & Assignments
6. Teaching procedures
- 7. CLASS ASSIGNMENT PLANNING AND PROCESS****
8. Lecture explanation
9. Instructional Objectives
10. Basis for Grading/Criteria for Evaluating Student Performance
11. Apportioned Percentages
12. Criteria for Grading
13. Course Policies
14. Tentative Assignment Calendar
15. Attendance Policy (course policy 6)
16. Tentative Class Lecture Schedule
17. Major Assignment due dates
18. Assignment Record Keeping
19. Evaluation Guidelines
20. Directions to Success and Fulfillment Mall
21. Reading List
22. Notes to Students(moved up the bottom the Syllabus Content Page)

22. Note to Students:

Let's take time to discuss the following in order to establish and agree to all classroom decorum and protocol for the semester. Please acquaint yourself with all items listed here.

1. COMPORTMENT
2. LATENESS
3. ELECTRONIC GADGETS:
 - o Cell phones
 - o I-Pods or any other type of pods.
 - o Text Messaging Machines
4. HATS
5. CLOTHING
6. MUSIC OF ANY TYPE
7. FOOD: water, power drinks, bottled drinks, tea, juice—all drinks
8. RESPECT/DISRESPECT
9. ANY OTHER BEHAVIOR THAT MAY BE JUDGED DISRUPTIVE

COURSE SYLLABUS

September 8, 2009 – December 22, 2009

ENG071 – fall 2009

16 Weeks (32 Classes)

Section	64	T&R	9:00 a.m. – 10:15 a.m.	RM LC103	Duration: 75 min.
Section	66	T&R	10:30 a.m. – 11:45 a.m.	RM LC103	Duration: 75 min.

1. **Instructor:** Professor Christopher Commodore

Address

Middlesex Community College
33 Kearney Square
Lowell, MA 01854
Phone: 978-656-3415
FAX: 978-656-3150
E-Mail: commodorec@middlesex.mass.edu
Office: LC Building, 5th Floor #35
Office Hours: TWR 12:00 p.m. – 1:00 p.m., or by appointment
Mailbox: LC Building, 5th Floor, Printing room – near the back wall.

2. **Course Title:** **ENG 071 Basic Writing**

3. **Course Description:** Basic Writing is required for all students placed into the course based on the placement exam or passing into it from English Fundamentals(ENG065). This course includes paragraph development, sentence skills, grammar and mechanics, and writing and rewriting short essays in preparation for ENG 101(ENG101). Credits earned in this course do not apply to MCC degree or certificate programs. Note: A student must achieve a grade of C- or better in this course to be eligible for ENG 101 (ENG101).

*** 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-Assessment. 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 a Self-Assessment 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 Basic Writing Course Curriculum Guide. (please see section 7: Class Assignments Planning and Process).

4. **Materials you will need to help you succeed in this course:**

TEXT: 1. **The Confident Writer.** Carol C. Kanar, 5th Edition, Houghton Mifflin Company, required: Boston. ISBN(Student Edition) – 10;618-95846-0.

TEXT: 2. **Reviewing Basic Grammar: A Guide to Writing Sentences and Paragraphs.** Mary Laine Yarber and Robert E. Yarber, 8th Edition. Pearson Education, Inc.

3. **When The Emperor Was Divine**, by Julie Otsuka (2002). Anchor Books, a division of Random House, Inc., New York, NY 104562.

2. **Dreams from My Father: A Story of Race an Inheritance**, by Barack Obama(1996). Three Rivers Press, New York.

3. Collegiate Dictionary of student's choice: Suggestions: Webster's , American Collegiate, or The Concise **ROGET's** (International) **Thesaurus** Revised & Updated, 6th Edition. Barbara Ann Kipfer, Ph. D., Editor., Robert L. Chapman, Ph. D. ,Counseling Editor. Harper Collins Publishers, Inc., New York, NY. 10022-5299.

5. Pens, pencils, copious writing paper, **stapler**.

6. **A Flash Drive for compiling all your essays and completed written assignments.**

5. **COURSE ASSIGNMENTS:** Assignments will consist of the following: *See specifics at end of syllabus*

- Interactive class work
- Two book reports
- Writing Tests and Quizzes
- Final Class Test - Part B
- Mid-term test
- Home work assignments
- Part A Essay
- Research Paper
- Miscellaneous

6. **TEACHING PROCEDURES:**

- Lectures – We will discuss class topics
- General lecture review of previous class sessions
- Interactive class sessions
- Class assignments/handouts to address pressing deficiencies and assist with class lectures
- Readings for assessment and essay development.
- Last ten minutes of class review/interactive discussion on materials covered.

*7 **CLASS ASSIGNMENT PLANNING AND PROCESS:** A Project for Daily Writing to foster the five core values of communication, critical thinking, collaboration, organization, and self reflection.

1. In each Basic Writing section (64 & 66) this fall, each class will be separated into groups of four or five students.
2. Once on every other Thursday in each class period, students will spend the first 30 minutes on a chosen **Topic of the Day**.
3. The groups will rotate every other Thursday, and the group whose turn it is to provide the **Topic of the Day** will write that topic on the Board or produce a handout with the topic for each student at the beginning of class.
4. The selected topic or prompt will be discussed for about ten minutes relative to its relevance, importance, and potential to generate critical thinking. The “reining” group will lead the assessment. Once it is agreed that the topic or prompt is acceptable, the class will spend the next 30 minutes writing. Expectations are that a total of six or seven essays will be planned, assessed, developed and written using this process during the semester (critical review & writing).
5. Essays will be completed at home and handed in for evaluation over the weekend. When the essays are returned the following Monday, students will spend the first 20 minutes of class reading each other’s’ essays and offering critical comments for purposes of improvement (critical review).
5. Those essays that need it will be given a chance for rewriting and re-evaluation.
6. Each student will be required during the thirteenth week of the semester to write an evaluative self assessment of writing improvements he or she has made during the semester (critical review).
7. Students must have a project notebook documenting all essays, and this notebook must be turned in every three weeks from the beginning date of this “project” in LC 5th Floor, Cubicle #35.
8. All essays will follow the 1-3-1 essay writing pattern, and will be graded on: content, originality, punctuality, in addition to the core values listed.
9. Finally, every student must pull his or her fair load in all components of this process because the project will weigh heavily on the final grade assessment of this course. Grades for this project will be assigned based on group participation and performance.

8. Lectures per class per week are listed on the class syllabus. Each class session begins with a general review of students' previous work/compositions. Major errors are pointed out and addressed. If necessary, one class assignment relative to the reviewed issues is done in class. Then the scheduled issues as per the class plan for that session is addressed. There is a period of between five and ten minutes set aside to address student's questions.

9. INSTRUCTIONAL OBJECTIVES/EXPECTED OUTCOMES/COMPETENCIES

At the end of this course, students will be able to:

- Create/Know a concrete but wide definition of Basic Writing.
- Understand the process-based procedures involved in Basic Writing.
- Know the importance of Writing/being able to write
- Collaborate, plan, create, and assess what has been written personally and by others
- Select materials (topics/subjects) for Basic Writing
- Revise, edit, and evaluate what one has written.
- Learn how to enhance writing skills through the use of sensory details: sound, smell, sight, taste, and touch.
- Recognize the main theme/idea of selected pieces of writing.
- Develop writing that draws conclusions using critical thinking skills
- Improve writing quantity relative to fluency of thought and word quantity.

10. RATIONALE FOR STUDENT GRADING:

- Attendance
- Class Participation (see item # 7 in this syllabus)
- Quizzes (open-book and otherwise)
- Home assignments (book report and other written assignments)
- Class Work: essays, analyses, class quizzes, discussions, etc.
- Number and quality of assignments completed (as assigned)
- Final Examination – both Part A and Part B

11. APPORTIONED PERCENTAGES:

- | | |
|---|-----|
| • Book Report(s) | 10% |
| • All Class Work & Quizzes | 10% |
| • Oral Presentation | 10% |
| • The Research Assignment | 10% |
| • All writing assignments during the semester | 35% |
| • Final Examination : Parts A | 10% |
| • Part B | 15% |

12. CRITERIA FOR EVALUATING STUDENT PERFORMANCE:

Students will be evaluated on all submitted assignments such as weekly compositions, class assignments, resubmitted material, and two mandatory book reports. Each student must write both parts A and B of the final examinations, and must also complete the mid-term test. Part A is a selective composition that must be chosen among the types studied during the semester. Part B consists of all lectures, class work, handouts and text book materials that were addressed during the semester. Every student must participate in the inter-class writing project (see item # 7).

NOTE: The Mid-term exam is a separate test for assessment of mid-term progress only. Although all students are required to write that test (unless this requirement is later amended), the test itself is not counted toward final grade assessment.

13. SIX BASIC COURSE POLICIES:

- Course Policy 1:** If there is certifiable evidence that a student has, either deliberately or inadvertently, plagiarized any assignment or portions thereof, that student will receive a failing grade for that assignment and possibly for the course itself.
- Course Policy 2:** A student cannot receive a passing grade in this course, if he or she has not completed and submitted the Research Assignment.
- Course Policy 3:** If the grade for a resubmitted assignment is better than that of the original, the better grade will be entered into that student's course performance records. This is the ultimate chance to improve both your work and your grade in the course. A grade of A or A- cannot be awarded for late or resubmitted work.
- Course Policy 4:** All homework assignments must be typed and submitted on the designated due date. Work that is handed in after class has ended, or left in my mail box without prior approval, will be considered late. Late assignments, regardless of the reason, cannot receive a grade higher than a C+.
- Course Policy 5:** **Five (5)** absences mean that a student will have missed one and a half weeks (1 ½) weeks of class time, and that will greatly *diminish his or her chances of receiving a decent passing grade* in this course. The student's end-of-semester letter grade may also be lowered considerably.
- Course Policy 6:** **The professor/instructor reserves the right to administratively withdraw students for excessive absenteeism regardless of reasons or excuses.**

14. TENTATIVE ASSIGNMENT(S) SCHEDULE:

1. **Book Report 1:** Everyone will write two book reports. The first report will be on the text: **When the Emperor Was Divine**, by Julie Otsuka. Make sure you have a copy of this text in class. We will do interactive readings and discussions of this book in class in order to help you to better write your report.

Book Report 2: This second book report must be done based on a book of your own choosing. [The Syllabus recommends this fall's college-wide choice: *Dreams From My Father: A Story of Race and Inheritance*, by President Barack Obama. Otherwise, the choice may be a book you have already read, but you must have submitted both reports by the designated dates during the semester. Remember: book reports are types of essays as well.

☺ First book report is due on October 1, 2009.

☺ Second book report is due on November 19, 2009.

2. ***Oral Presentation:** Too often, students experience English courses in virtual silence [even in Basic Writing] except for the lectures and presentations of the instructor or professor. For this Basic Writing 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 literary 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.
☺ The Oral Presentation will take place on December 3, 2009.
3. ☺ **The Research Assignment:** Every student must complete this paper, due on December 8, 2009.

Topic: In a (3-5) three-five page paper/research paper, you will research and develop the following topic:

☺ **Research Topic: What are the major elements of a completed research paper?**

Hint: In this assignment, you will investigate, document, and explain all the necessary components to be considered when writing a research paper. Begin by defining what a research paper is. Give examples of types of research papers. Why people do research papers, and how information is gathered during research development. Talk about documentation (different types/formats) for research papers, quotations, paraphrase, and thoughts borrowed and cited in a completed research paper. Essentially, you are going to explain what a research paper is; how one is put together and all the necessary elements that the paper should contain when it is completed. The finished product will have footnotes, in-text citations and a separate Works Cited page or a bibliography. Finally, you will need to concentrate on: WHY, WHEN, WHERE, & HOW of research.

15. **Attendance Policy: Students are expected to attend all classes.** Absence due to illness or other very personal and extenuating circumstances sometimes cannot be avoided, but students should express such absences to the instructor in writing. **Five (5)** absences mean that the student will have missed approximately one and a half weeks (1 ½) weeks of class time, and that will greatly *diminish his or her chances of receiving a grade beyond a C+* in this course. The student's end-of-semester letter grade may also be lowered considerably. **The student who is frequently absent may also be administratively withdrawn from the class.**
16. **TENTATIVE CLASS LECTURE SCHEDULE – The primary text book will be used extensively as is evident in the following listings.**

- Sept. 8. Opening day: Formal Welcome and Student orientation – Lowell & Bedford.
- Sept. 10. Writing placement Essay: Students will spend most of this class session writing an essay. A writing topic and prompt for this exercise will be provided in class. Overview of course syllabus, required class materials, Class and course expectations, students' responsibilities and concerns (interactively discussed). First assignment – discussed, explained.

Assignments: Each student will write two book reports during this semester. The first report will use the course-chosen book: **When Emperor Was Divine**, by Julie Otsuka. The other book report will be on a paperback of the student's choice. [The Syllabus recommends this fall's college-wide choice: **Dreams From My Father**, by President Barack Obama. You are required as part of the first assignment, to bring with you to the very next class the text by Julie Otsuka and the other paperback that you have chosen for the second book report.

Sept. 15 - 17	Text: Chapter 1	pp 1 - 29 -	The Writing Process—an Overview Critical Reader/Critical Thinker/Critical Writer ☺ (* 7 – Collaborative Writing)
Sept. 22 - 24	Text: Chapter 2	pp 30 - 56	Critical Reader/Critical Thinker/Critical Writer Developing Paragraphs Skills
Sept. 29 – Oct. 1	Text: Chapter 3	pp 58 – 84	Critical Reader/Critical Thinker/Critical Writer Improving/Developing Paragraph Skills ☺ (* 7 – Collaborative Writing)
Oct. 6 – 8	Text: Chapter 4	pp. 86 – 109	Critical Reader/Critical Thinker/Critical Writer Understanding/Developing Thesis Statements *Class Test Chapters 1-4.

17. **Major Assignment Due Dates:**

Book Report 1
Oct. 1, 2009
Student Assessment/Evaluative
Essay: Dec. 10, 2009
Research Assignment:
Dec. 8, 2009
Book Report 2
Nov. 19, 2009
Oral Presentation
Dec. 3, 2009
Essay 1
Essay 2
Essay 3
Essay 4
Essay 5
Essay 6

18. **ASSIGNMENT RECORD KEEPING:**

This section of the syllabus is to assist student in keeping track of assignments completed and graded. Please make a note of grades received for such assignments as well.

	Assignments: Class or Homework	Due Dates:
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____
16.	_____	_____
17.	_____	_____
18.	_____	_____

19. _____
20. _____

19. EVALUATION GUIDELINES:

1. *A grade of A, (98-100), will be given for work which is excellent in content and style. Such work must be original, appealing, properly organized; must have logical development in exposition; must have smoothness in sentence structure and variety. There must be good choice of words - appropriate vocabulary, and precision in word usage.*
2. *A grade of A-, (90 – 97) will be given for work that is excellent in content and style. The A- work must meet nearly all the requirements of the A+ work. Such work must be original with clarity in expression; such work must be appealing, properly organized with logical development in exposition; must have smoothness in sentence structure and variety. There must be good choice of words – appropriate vocabulary, and precision in word usage.*
3. *A grade of B+, (85 - 89), will be given for work that has some of the merits of the "A" material - not necessarily all - but must show: careful organization, interesting material, lively expression. There must be no major sentence errors, and work will also have good spelling and vocabulary.*
4. *A grade of B, (80 - 84), will be given for work that has some merits in content or style - not necessarily both - must have clarity and originality in expression, good organization, unity, coherence, good vocabulary, and no major sentence errors.*
5. *A grade of B-, (75 – 79) will be given for that has almost all the merits of the B material – not necessarily all – but there must be good punctuation, clarity in thought patterns, good vocabulary, and no major sentence errors.*
6. *A grade of C+, (70 -74), will be given for work, which has some of the merits of all of the above, not necessarily all - but must show evidence of unity, coherence, good argumentation, good organization, and no major sentence errors.*
7. *A grade of C, (65 - 69), will be given for work that has some of the elements of good paragraphs in content, expression, and mechanics; must have some of the merits of the C+ work.*
8. *A grade of C-, (60 - 64), will be given for work that shows basic comprehension in thought and organization with a minimum of writing errors; work that shows limited acquaintance with or understanding of the general conventions of standard written English.*
9. *A grade of D (55 - 59), will be given for work that shows below average knowledge of but some of the merits of the C - material; work that shows no particular expository characteristics and understanding of the conventions of standard written English.*
10. *A grade of F, (0 - 54), will be given for work that has very little or none of the characteristics of items 1 - 6; work that is poorly done, childish in presentation and appearance, untidy and incomplete; work that is common-place with no redeeming expository or literary value.*

20. DIRECTIONS TO SUCCESS AND FULFILLMENT MALL

Get off **BLAME** and **EXCUSE AVENUE** and take **PERSONAL INITIATIVE** and **INDIVIDUAL EFFORT BOULEVARD**. Bear right and travel for as long as it takes on **CONFIDENCE** and **PERSEVERANCE HIGHWAY**. Take **POSITIVE UPBEAT ATTITUDE EXIT** to **ACHIEVEMENT PLAZA**. Proceed right on **HARD WORK CONDUIT** to **SUCCESS AND FULFILLMENT MALL**. It is straight ahead of you; you can't miss it! © Copyright:

ADAGE: BOOKS ARE LIGHTHOUSES ERRECTED ON THE GREAT SEA OF TIME!

21. **Note: Reading list for this Syllabus:** For extra Credit: Read a book and write a book report using the processes studied during the semester. Be aware that these reports **cannot** and **will not** be substituted for any initial class assignment.

1. The Ark, by Margot Benary-Isbert
2. Big Doc's Girl, by Mary Medearis
3. The Chosen, by Chaim Potok
4. Good-Bye, Mr. Chips, by James Hilton
5. I'm Really Dragged But Nothing Gets ME Down, by Nat Hentoff
6. **The Light in the Forest, by Conrad Richter**
7. **The Pigman, by Paul Zindel**
8. **To Kill a Mockingbird, by Harper Lee**
9. When the Legends Die, by Hal Forland.
10. **Animal Farm, by George Orwell**
11. **Brave New World, by Aldus Huxley**
12. Camelot and Idylls of the King, by Alan Jay lerner and Alfred, Lore Tennyson.
13. **Candide, by Voltaire**
14. Gulliver's Travels, by Jonathan Swift
15. The Mouse on the Moon, by Leonard Wibberley.
16. **Ninety Eighty-Four, by George Orwell**
17. The Sword in the Stone, by T. H. White
18. The Time Machine, by H. G. Wells
19. **Life on the Mississippi, by Mark Twain**
20. **The Adventures of Huckleberry Finn, by Mark Twain**
21. April Morning, by Howard Fast
22. The Call of the Wild, by Jack London
23. **White Fang, by Jack London**
24. **Death Be Not Proud, by John Gunther**
25. **The Diary of a Young Girl, by Anne Frank**
26. **Durango Street, by Frank Bonham**
27. Jazz Country, by Nat Henfoff
28. **Lord of the Flies, by William Golding**
29. **Marching to Freedom: The Life of Martin Luther King, Jr., edited by Robert Bleiweiss**
30. The Member of the Wedding, by Carson McCullers
31. Mrs. Mike, by Nancy and Benedict Freedman
32. **The Old Man and the Sea, by Ernest Hemingway**
33. **A Separate Peace, by John Knowles**
34. The Sparrow's Fall, by Fred Bosworth
35. Education at the Crossroads, by Jacques Maritain
36. **Hiroshima, by John Hersey**
37. **Racism 101, by Nikki Giovanni**
38. **Voice from Oblivion, by David Guasta**
39. Does Fidel Eat More Than Your Father?, by Barry Reckord
40. **The Good Earth, by Pearl S. Buck**
41. **Things Fall Apart, by Chinua Achebe**
42. When we were COLORED, by Clifton L. Taulbet
43. The Status Seekers, by Vance Packard
44. **Never Cry Wolf, by Farley Mowat**
45. A Diary of Private Prayer, by John Baillie
46. **Good Morning Holy Spirit, by Benny Hinn**
47. **The Power of One, by Bryce Courtenay**
48. Learning from Hannah: Secrets for a Life Worth Living, by William Thomas, M.D.
49. Elevating the Game (The History and Aesthetics of Black Men in Basketball), by Nelson George
50. The Great Investment, by T. D. Jakes
51. **Too Blest to be Stressed, by Suzan D. Johnson Cook**
52. Marriage, by William Lyon Phelps
53. Sons and Lovers, by D.H. Lawrence
54. The Miracle Worker, by William Gibson
55. Why Am I Afraid to Love?, by John Powell
56. **The Great Gatsby, by Scott Fitzgerald**
57. **Profiles in Courage, by John F. Kennedy**

58. The Little White Book on Race, by Judi Culberston and Patti Bard
 59. The Mind of Adolph Hitler, by Walter C. Langer
 60. Wuthering Heights, by Emily Bronte
 61. **A Child Called It, by Dave Pelzer**
 62. **On The Down Low, by J.L. King**
-

Have a rewarding fall 2009 semester!

APPENDIX D

Middlesex Community College

Course Syllabus ENG 071: Basic Writing, Section ____

Tuesday-Thursday, _____

SA 102

Instructor: Cathy McCarron

E-mail: mccarronc@middlesex.mass.edu

Office: 109 South Academic **Extension:** 3926

Office Hours: MF: 11:30-12:30; TTH: 10:30 – 11:30 & by appointment

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.

Required Texts:

Diana Hacker's A Writer's Reference by Diana Hacker

Dreams from My Father: A Story of Race and Inheritance by Barack Obama

Course Description

"I write to find out what I'm thinking. I write to find out who I am. I write to understand things." – Julia Alvarez

Basic Writing is required for all students placing into it on the Placement Test Writing Sample. This course includes paragraph development, sentence skills, grammar and mechanics, developing ideas, and writing and rewriting short essays in preparation for ENG 101 - English Composition I. Credits earned in this course do not apply to MCC degree or certificate programs.

Attention will be on mastery of the writing process, developing writing skills, and diagnosis and remediation of individual weaknesses.

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-Assessment. 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-Assessment 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 Basic Writing Course Curriculum Guide.

Course Objectives Through the writing process, students will be able to:

- Generate and develop ideas
- Write coherent sentences
- Write a clear thesis statement
- Support a thesis statement with evidence
- Write for different audiences and purposes
- Organize ideas and develop paragraphs
- Write unified and coherent essays of five or more paragraphs

- Write essays that demonstrate ability to summarize, classify, compare and contrast, and analyze
- Evaluate and interpret the meaning of textual material
- Read critically for inferences, suppositions, and conclusions from a variety of sources
- Develop improved comprehension and reflective reading skills while incorporating reading content in writing
- Proofread and edit own work for spelling, punctuation, capitalization, and other mechanics
- Write grammatically correct sentences, paragraphs, and essays
- Pass grammar, punctuation, and usage tests with proficiency

Major Writing Assignments: Students will complete four paper and two major in-class essay exams during the semester.

- **Paper 1: Summary (1 page)**
Assignments include two drafts, **visit to the writing center**, one final paper
- **Paper 2: Classification Essay (1.5-2 pages)**
Assignments include two drafts, **visit to the writing center**, one final paper
- **Paper 3: Comparison/Contrast Essay (1.5-2 pages)**
Assignments include two drafts, **visit to the writing center**, one final paper.
- **Analytical Essay (2-3 pages)**
Assignments include two drafts, **visit to the writing center**, incorporation of outside sources, copies of all sources, one final paper.

Course Requirements & Deadlines

Meeting deadlines is critical to succeeding in this course.

Course requirements include the following:

- Writing drafts and final papers
- Critiquing other students' work
- Completing short quizzes given during the first five minutes of class. Quizzes cannot be made up, but you may drop one.
- Completing grammar exercises
- Reading and participating in discussion of *Dreams from My Father*
- Completing short writing assignments & in-class exercises
- Participating in class discussions
- Delivering oral presentation at the end of the semester

Writing Center

The Writing Center on the Bedford Campus is located in the Academic Resource Building, room 214. Writing tutors will read your work, give you feedback, help you with all types of writing assignments, and are available free of charge to all Middlesex students. You will be required to visit the Writing Center four times this semester - at least once while writing each of the four major essays.

Disability Support Services

Students with disabilities are encouraged to work closely with the Disability Support staff, as well as with me. Please speak with me and submit profile sheets to me early in the semester so that I can help you more effectively.

Grading: Course grades are calculated on a point system, with a total of 103 points for the semester. (The grading follows the typical scale – 93 and up = A, 90-92 = A-, 87-89= B+, and so on.) The three extra points will help boost your point total. You must hand assignments in on time to be eligible for all of the points.

Writing Assignments

Paper 1: Summary

draft 1 – 3 points

draft 2 – 3 points

writing center visit – 2 points

final paper - 8 points

Total: 16 points

Paper 2: Classification Essay

draft 1 – 3 points

draft 2 – 3 points

writing center visit – 2 points

final paper - 8 points

Total: 16 points

Paper 3: Comparison/Contrast Essay

draft 1 – 3 points

draft 2 – 3 points

writing center visit – 2 points

final paper - 8 points

Total: 16 points

Paper 4: Analytical Essay

draft 1 – 3 points

draft 2 – 3 points

writing center visit – 2 points

final paper - 8 points

Total: 16 points

Oral Presentation: 3 points

Quizzes: 8 points (These are 1-point, pop quizzes, given in the first five minutes of class. There will be no make-up quizzes. You may drop the lowest.)

Class Participation & Attendance: 10 points (There is no penalty for missing two classes. After two classes, you will lose one point for each absence. You will be asked to withdraw if you have excessive absences.)

Mid-Term Essay Exam: 10 points

Final Exam: 10 points

Total: 105 points

Academic Integrity/Plagiarism

All members of the Middlesex Community College community are expected to maintain complete honesty in all academic work, presenting only that which is their own work in tests and assignments. If you have any questions regarding proper attribution of the work to others, please review it with me prior to submitting the work for approval.

Tentative Course Calendar: Homework & Due Dates

Week 1

1/19 Introduction to the Course; Writing Sample.

HW: Purchase books for course. Read and take notes on handout: "The Late Paper."

1/21 Beginning the summary. "The Late Paper" Activity* **HW:** Begin Draft 1 of summary

Week 2

1/23: Work on summary: Shifting from 3rd to 1st person.*

1/25: Continue in-class work on summary. Grammar Review: Sentence Fragments*

HW: Read pages 1-20 of *Dreams from My Father*. Complete draft 1.

Week 3

2/2 (DRAFT 1 due at the beginning of class.) Discussion of Reading. **HW:** Read pages 21-40 of *Dreams from My Father*.

2/4 Grammar Review: Run-Ons **HW: Complete draft 2 of summary.**

Week 4

2/9 (DRAFT 2 due at the beginning of class.) Peer Review of Summary.*

HW: Begin work on final draft (due 2/16).

2/11 Revising Sentences: Revision Quiz Challenge* **HW:** *Read pages 41-60 of Dreams from My Father. Complete paper #1.*

Week 5

2/16 PAPER #1 DUE (with drafts 1, 2 & final) at beginning of class. Discussion of Reading. Begin Classification Essay.

HW: *Read pages 61-80 of Dreams from My Father and begin classification paper, draft 1.*

2/18 Writing effective topic sentences. Building strong paragraphs. **HW:** *Complete draft 1 of paper #2.*

Week 6

2/23 DRAFT 1 due at the beginning of class. Grammar Review: Comma Usage

2/25 Revising Sentences: Revision Quiz Challenge* **HW:** *Complete draft 2 of paper #2.*

Week 7

3/2 Draft 2 due at the beginning of class. Peer Review of Classification Paper. Building a larger vocabulary: Wordmasters Activity*

HW: Work on paper #2 (DUE 3/9); read pages 81 – 100 in *Dreams from My Father*.

3/4 : Prepare for Mid-Term Exam. Practice responding to essay exam prompts.*

HW: Complete paper #2 (DUE 3/9);

Week 8

3/9 Paper #2 due at the beginning of class. IN CLASS ESSAY – MID-TERM EXAM

HW: Write draft 1 of paper #3 & bring to conference.

3/11 Conferences in my office – CLASS DOES NOT MEET

HW: Complete Draft 2 of paper #3 & read pages 81 – 100 in *Dreams from My Father*.

Week 9 – SPRING BREAK – CLASS DOES NOT MEET

3/15 – 3/19

Week 10

3/23: Begin Comparison & Contrast.*

HW: Begin Draft 1 of Comparison/Contrast Paper HW: Read up to page 120 in *Dreams from My Father*

3/25: Quiz on Reading; Discussion of Reading; Work on Comparison/Contrast

HW: Complete draft 1 of Comparison/Contrast Paper

Week 11

3/30 Draft 1 due at the beginning of class. Grammar Review: Wordy Sentences; Adding Concrete Details to Paragraphs

HW: Read 120-140 of *Dreams from My Father*

4/1 Writing Effective Leads. **HW: Complete Draft 2 and take it to the Writing Center**

Week 12

4/6 Self-Review of Comparison/Contrast Paper. **HW: Complete Comparison/Contrast Paper**

4/8 Comparison/Contrast Paper (with drafts 1, 2 & final) due at the beginning of class.

Beginning Analytical paper. Developing a Works Cited page. Writing an Introduction.

HW: Write Proposal for Paper #4

Week 13

4/13 How to write paragraphs that incorporate outside sources in your paragraphs. Proposal

Due at the beginning of class **HW: Write draft of paper #4**

4/15 Practice Incorporating Quotations.*

Week 14

4/20 Draft 1 due at the beginning of class. Work on topic sentences with transitions.

HW: Read to page 180 in *Dreams from My Father*

4/22 Work on Oral Presentation in Class. **HW: Work on oral presentation; Read to page 200 in *Dreams from My Father***

Week 15

4/27 Discussion of Reading; **HW: Complete Draft 2 and take it to the Writing Center.**

4/29 Draft 2 due at the beginning of class. Peer Review of Analytical Paper.

HW: Continue to work on final paper (due 5/4).

Week 16

5/4 FINAL PAPER IS DUE. Review for final exam.

5/6: Beginning of final exam.

5/10-5/14: FINAL EXAM WEEK

APPENDIX E

COURSE SYLLABUS

WRITE FOR LAW AND ORDER
LIC 100 50 (6 credits) Fall 2009

MWF 10:30 a.m.-12:20 p.m. LC 211

Professor Michelle Bloomer
(781) 280-3911
Bloomerm@middlesex.mass.edu
Office Hours: W, F 12:30-1:20
in LF (Federal Building) Room 305
(3rd floor)
and TTh 9:30-10:30 (on Bedford Campus)
Bedford House Room 110

Professor Carrie Finestone
(978) 656-3127
finestonec@middlesex.mass.edu
Office Hours: MWRF 12:30-1:20
Room 36 (5th floor)

Pre-requisites: This course is open to all students who test or pass into ENG 071 and/or ENG 055 or ENG 060.

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-Assessment. 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-Assessment 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 Basic Writing Course Curriculum Guide.

Course Description:

In a large, diverse society such as the United States where citizens have a great deal of individual freedom, how is order maintained? In this learning community we will examine the systems we use to discourage people from engaging in socially unacceptable behavior. Current events and related topics will be used to explore the role of public attitudes, political forces and social institutions, such as the criminal justice system, in maintaining order. While examining the criminal justice system, students will develop skills in paragraph development, grammar, short essay writing, and research paper writing in preparation for ENG 101. In exploring this material, students will use fiction and nonfiction writing, poetry, and analytical and creative thinking strategies to sharpen skills in reasoning, problem solving, and factual analysis. Students in this **6 credit learning community** will receive credit for CRJ 100 Law and Order and ENG 071 Basic Writing.

Course Objectives:

Course objectives are two-fold. This course examines the criminal justice system and other mechanisms we rely on in the United States to discourage people from engaging in socially unacceptable behavior. Current events and related topics will be used to explore the role and impact of public attitudes, political forces and social institutions on maintaining order in a diverse society. In dealing with this material, students will use analytical and creative thinking strategies and sharpen their skills in reasoning, problem solving and factual analysis. This course will also help you develop and improve your writing skills. Through a combination of directed and specific writing techniques and varied rhetorical patterns, you will develop a better understanding of the writing process. You will also develop strategies and skills that will make you more effective when applying the writing process in any subject area.

Course Goals:

By the end of the semester you will have a good understanding of how and why societies form, as well as an awareness of the characteristics of all societies. Through varied readings and class discussions you will also develop an understanding of the significance and importance of social order and the balance that is struck between rights and laws. We will also focus on the forces that allow societies to maintain order and the consequences of breaking rules. You will learn how to express yourself in writing by learning to pre-write, use grammar properly, write a thesis statement, introduction, and conclusion, and use sufficient evidence within paragraphs to support topic sentences. In addition, you will learn to read critically and see the connection between reading and writing and then apply your knowledge to written form. You will become adept at the basics of writing a five-paragraph essay and you will also learn to write a research paper.

Required Materials:

Textbooks: Hayes, Levia and Bradley Waltman, Words on Paper, Pearson Education, Inc. 2009. We also require you buy a journal (composition book), two folders to hold law and order handouts and a two-section notebook. Finally, you must purchase a flash drive (or pen drive) on which to save all your writing.

Be sure to buy your textbook early at the beginning of the semester. The bookstore sends books back to the publisher after a few weeks and you will have to search for the book elsewhere.

Basis for Grading:

Homework	20%
Quizzes	15%
Essays 1-2	20% (10 % each)
Midterm	10%
Research Paper	15%
Teamwork Project	10%
Final Exam	10%

Teaching Style:

The class will be a combination of lectures, class discussions, small group work, in-class writing, peer editing, stand-up comedy, and picnics. We will ask questions with the purpose of facilitating analysis of the material. You are expected to do the assigned reading or homework prior to class. Our classroom is a learning community and we learn from each other through our participation and involvement. We expect you to be attentive and an integral part of class discussions. In addition, our course information and your grades will be posted for each of you online on Blackboard and we will show you how to utilize this program.

Attendance:

You are all important to us! Students are expected to **attend all classes**. In fact, your attendance indicates your willingness to learn. We take attendance regularly and you are expected to be on time for class and to attend the entire period. If you arrive late to class, it is your responsibility to make sure you were not marked absent. Three late classes will equal one absence. Also, if you are absent more than *three* class sessions you will lose three points from your final grade for each additional absence. If you absolutely have to miss a class, you are responsible for e-mailing us if you do not understand what you need to do before returning to class. It is not possible to be an active participant in class if you do not show up consistently. When you miss class, you also miss a great deal of knowledge that you will not be able to make up by just reading the text or borrowing notes. Therefore, you should realize that class attendance impacts your grade in many ways.

Course Withdrawal Procedure

If for any reason, you need to withdraw from this course during the semester, be sure to withdraw officially from the Enrollment Center (ground floor LC) by November 13, 2009. We also reserve the right to officially withdraw you from our course if you have exceeded your number of absences.

***Teamwork Project:** You will be working in a team to produce a written and oral report on a department at Middlesex. As a group, you will interview the head of your chosen department, write a brief written paper, and report on your findings to the class.*

Class rule for writing: You must have all your rough drafts of essays reviewed by a peer from your feedback (peer editing) team AND by a professional tutor (Room 406B Writing Lab or a small group appointment with some classmates and one of your instructors) before you submit a final copy of your paper. In addition, you will need to have both someone from your feedback team AND the professional tutor/instructor sign the rough draft of your paper and then you will need to attach your rough draft(s) to the final copy of your paper. You will then hand in both copies when the final copy is due. ***Also, if your paper is not reviewed by an instructor or lab tutor, you will lose 15 points from the final copy.***

Late Assignments:

If you are absent and have the homework finished, send it in with someone else or e-mail the assignment BEFORE class time! The assignment must be time-stamped via e-mail prior to class to be not considered late. Also, late assignments will not be accepted after five calendar days and there will be a penalty of 10 points each calendar day a paper is late. Unusual circumstances will be taken into consideration at our discretion.

Disability Support

Middlesex Community College is committed to the policies of nondiscrimination and equal opportunity for persons with disabilities. The college provides a variety of academic support services for students that include advising, tutoring, scribes, etc., on the 3rd floor- counseling area. If you have a disability or suspect you might have a disability, you are encouraged to visit the Disability Support Services Office. In addition, if you received disability support services in high school you are encouraged to visit the Disability Support Services Office and bring them your educational plan from high school. They will make the necessary arrangements for you and we will make all necessary accommodations when given a plan from their office.

Plagiarism:

In order for you to understand what constitutes plagiarism and to be aware of the possible consequences if you commit plagiarism, the following statement is taken directly from the 2007-2008 MCC Student Handbook (page 30):

“Plagiarism: taking and using the ideas, writings, or data of another without clearly and fully crediting the source. Examples include: not citing another person’s actual words or replicating all or part of another’s product; using another person’s ideas, opinions, work, data, or theories without reference, even if they are completely paraphrased in one’s own words; borrowing facts, statistics, or other illustrative materials without giving credit to the source; unauthorized collaboration with others on papers or projects.”

“Adherence to ethical standards is obligatory; members of the college community are expected to be honest and forthright about their undertakings. To falsify the results of one’s work, to present the words, ideas, data, or work of another as one’s own, or to cheat on an examination, is a serious offense. If it is proven that a student, in any course in which he or she is enrolled, has knowingly committed such violation, suspension from the course and a failing grade in the course may result.”

Rules of Conduct:

Each of us should be respectful of every other person. To preserve the learning environment in our classroom we expect you to adhere to the following rules:

Be punctual. Our society values punctuality. It reflects that you are ready and willing to undertake the task at hand and are respectful of others involved. If you are late, please come in quietly and take a seat in the back of the room.

Treat everyone in the classroom with respect and be tolerant of questions asked by fellow classmates. This is a diverse community and we need to respect each other’s differences.

Refrain from talking to other students during class or interrupting others. If you wish to contribute to the class discussion, please raise your hand to be recognized.

Turn off all cell-phones and pagers during class and put them where you cannot see them. They are a distraction to both you and your professors. If you are expecting an important call, speak to us before class. Please wait until class has ended before you pack up your bags.

Finally, napping in class is dangerous to your health (and course grade).
 Finally, during exams, any talking or cell phone use will result in an F.

Final Exam:

Your final exam is worth 10 points and is a requirement for the course. There will be two parts of the exam: 1) you must construct a well-written five paragraph essay (a topic of our choosing) to demonstrate your proficiency and readiness to take English Composition I the next semester. **If your final exam is poor, you will fail the course regardless of your grades during the term.** 2) Part II will be a cumulative test based on all of the material covered in class during the semester.

Important Dates:

- October 12 – Columbus Day (no school)**
- October 22 – Professional Day (no school)**
- November 11 – Veteran’s Day (no school)**
- November 26-28 – Thanksgiving break (no school)**
- December 16 – last day of class**

FINAL EXAM: Part 1: Writing Exam in-class Rough Draft: December 16; Part II: Writing Exam and Law and Order Exam: Thursday, December 17 from 10:30-12:30 in our classroom.

Everyone must be present on these days and take these exams!

Week #	Homework Due Monday	Homework Due Wednesday	Homework Due Friday	Weekly Topics
	Textbook Key: LS=Law and Society WP=Words on Paper			
1 9/9/09			Bring personalized journal to class. Time Management Chart.	Introduction- Syllabus- Writing Sample- Biopoem- Journal Writing- Time Management- Survey- Sending a professional email- Preview texts- Blackboard-The Late Paper*
2 9/14/09	WP-p. 24-29 Read this carefully. In journals, answer the question: what does writing have to do with my life and	Google one of the legal cases mentioned on p. 1-3 in LS and be prepared to explain the	WP- 10-13 Journal –How efficiently did you manage your time this week? Did you attend	Prewriting-5 paragraph essay- Functions and rule of law- Textbook Reading-Pre-reading-Reading

	career? On a separate page, discuss your goals for this course. Explain.	issue. LS- p. 1-7 WP-p. 3-8	all your classes? Were you properly prepared for them? Why or why not?	Strategies- Summarizing- Notetaking
3 9/21/09	Journal-Summarize notes from last Wednesday's LS lecture. Be prepared for LS quiz. WP- p. 14-20. On p. 20 do Q. 1-3.	Journal Reaction- What does social control mean to you? What would you do if there were no laws? What laws are important to you?	WP- Complete p. 30-33; Read <i>An American Childhood</i> Handout and questions.	Vocabulary 1-What would you do if there were no laws? Feedback Teams- Contracts-Thesis Statements- Mechanics and Grammar Correction Symbols
4 9/28/09	LS- p. 21-27. <i>Arranging a Marriage in India</i> p. 122-131. On p. 122, answer Pre-reading Q. 2 in journal. Also, include whether or not you think this violates a person's rights who lives in the USA.	LS- p. 27-30. Reread LS p. 25 and in your journal, tell of a time when you were obliged to obey the law. What caused you to obey the law? Also, summarize LS lecture on Monday. Vocab. Test	WP- Read p. 57-58; On p. 61 do Ex.4+5; read p. 63- do Ex. 8. WP-Read p. 39-41 <i>Salvation</i> . Answer Comprehension Questions: 1,4,5 Questions on Writing Tech.: 5	Definitions of Law- Narration-Plan rough draft for Essay 1-Topic sentences- Descriptive writing- Denotation- Connotation Objective vs. subjective description-Vocab. 4 types of sentences
5 10/5/09	Rough Draft due; WP Read p.68-74 <i>Two Kinds</i> ; Answer Comp. Questions 1,4	LS-p.55-64	LS-p. 70-71; 75-77; In your journal: would you rather be tried by a jury or a judge? Explain your reasons. Would you rather be tried in the U.S. or France? Why?(use the text to help you)	Families and types of laws-Ethical dilemmas Peer Review of Summary*
6 10/12/09	Columbus Day- no school	Essay 1 due	Journal: Summarize notes from Monday's	Vocabulary 2- Choice-Types of Laws-Civil Law

			LS lecture and notes.	Assign Team Project* Shifting from First to Third Person*
7 10/19/09	WP- Read p. 202-211 <i>The Ways We Lie</i> On p. 211, do #2 in your journal.	Journal Reflection on “A Nation of Cheaters”* WP p. 94-101 (do all exercises)	Vocab. Test	Verb Tenses-Law and Morality-Cheating* Snitching Writing Workshop: Sentence Fragments*
8 10/26/09	Required rewrite for Essay 1 WP- Read p.227-8 <i>The Road Not Taken</i> Answer Comp Questions 1-3	LS- p. 92-104 Journal- Write about a dispute you had and how it was resolved.	Journal-Summarize notes from Wednesday’s lecture and notes. Begin preparing for Midterm.	Accountability-Group Activity (WP p.135-6) Test-taking Tips-Preparing for Exams-Learning Styles <i>Mr. Timothy</i> -Law & Dispute Processing
9 11/2/09	Study for Midterm	Midterm	WP: Read p. 249-252 – <i>The Declaration of Independence</i> . List 5 complaints made about the King of Great Britain.	Midterm
10 11/9/09	Read <i>The Bill of Rights</i> handout WP: p. 138-143: Mechanics and Grammar.	Veteran’s Day – no school	Rough Draft Essay 2 due. Journal- Did you learn anything new after reading “The Declaration of Independence” and “The Bill of Rights?” Be specific.	Bill of Rights Comparison-Contrast “Bring Back Flogging” Jeff Jacoby
11 11/16/09	Read article “In War, Is Law Silent?” Complete handout and write a topic sentence that explains the content of the article. Then	Essay 2 due	Read Torture Articles. Complete handout.	Comparison-Contrast* Vocabulary 3 Persuasive Writing Citing newspaper articles. Torture Articles

	use the following template: According to _____(author) state the most important fact from the article. This points out (put own opinion).			Mob mentality Walmart example
12 11/23/09	Vocabulary Test 3 LS: “Law and Social Change” read p. 168-169; 178-180; 190-195. Be ready for quiz.	Journal: summarize class notes from LS lecture. Read <i>The Lottery</i> -in journals discuss mob mentality and if you’ve ever been part of it; assimilation—in what ways you or your family have assimilated; family traditions you have. Then complete handout.	Thanksgiving – no school	Persuasive Writing Sweet Debate* In-Text Citation and Quotation Practice* Research Paper Writing Library Visit Law and Social Change <i>The Lottery</i>
13 11/30/09	Rewrite for Essay 2 due.	Team Presentations * Optional: WP: p. 214-216 Read all research articles taken from library Journal Writing p. 269- Choose 1 Writing Suggestion and respond to it in your journal.	WP: Read p. 246-7, <i>No Comprendo</i> ; Comp Q.#1-5; Questions on Writing #1, 2,3. Journal: Reaction to your grade on Essay 2.	Research Paper Writing
14 12/7/09	Work on research paper.	WP: Read p. 175-177- <i>The</i>	Work on research paper.	Library Visit Gay Marriage

		<p><i>“M Word”:</i> <i>Why it Matters to Me</i>; Q. on Writing Technique: #1,4,5. Comment on his persuasiveness. WP: Read p. 262-268-<i>Why ne Peaceful Woman Carries a Pistol</i>. Answer Pre-Reading Question #1 in journal.</p>	<p>Prepare Study Guide for Law and Order portion of exam.</p>	<p>Persuasive Arguments</p>
<p>15 12/14/09</p>	<p>Work on research paper.</p>	<p>Journal: Have your expectations been met? Last Day of Class;Begin Writing Exam Research Paper due</p>	<p>Classes have ended. Exam given on Thursday, December 17, 10:30-12:30</p>	<p>Study Guides; Test Preparation <u>Reading Critically and Writing Well</u> “Working at McDonald’s “ for classroom activity p. 302-306</p>

Extra Credit Assignment:

This must be done with **at least one** other person from class:

Movie Time!

There are five choices of movies to watch, all of them Hollywood "classics" about humans, crime, and the elements of choice: Crash (Racial Profiling), Little Caesar (public enemies, public heroes), Rear Window (Surveillance Film), Taxi Driver (the causes of crime), Dirty Harry (detective and crime film)
 Choose one to watch. Then go write about it – Write a brief synopsis (summary) of the characters and plot. Then, choose one of the topics we have discussed in this course to write about: You may look for examples of discretion and explain each and the choice the character could have made. Or, you might discuss mob mentality or morality. Explain the character’s choice and the consequence that followed as a result of that choice. Remember, you must incorporate something we have discussed from your Law and Society text and discuss its relevance in the movie.

Writing Rubric (our grading system for essays)

Ability	5 (100) Exceptional	4 (80) Strong	3 (60) Acceptable	2 (40) Weak	1 (20) Poor
1. Content that fulfills a specific purpose with a clear thesis.	This paper provides a coherent response, a clear thesis and reflects confidence and careful thought	Provides a coherent response, clear thesis and reflects some thought	Provides a coherent response to the assignment; thesis is present	Provides a response to the assignment; thesis is vague or inadequate	Paper does not relate to the assignment; non-existent thesis
2. General statements (topic sentences) supported, developed, illustrated by relevant details.	General statements supported, developed, illustrated by relevant details	General statements usually supported, developed, illustrated by relevant details	Inconsistent details support general statements.	Some irrelevant details, some inappropriate details; paper short and underdeveloped	General statements lack support, details, and development.
3. Evidence of effective paragraphing and sentence structure including vocabulary, word choice, and language.	Strong command of sentences and paragraphs; vivid word choice; language is accurate and communicates sophistication	Reflects mostly a command of sentences and paragraph structure. Language communicates intent and is accurate for the requirements of the assignment.	Sentence structure may be relatively simple but phrasing clear; adequate paragraph structure. Language may be vague or include vocabulary inappropriate for the assignment.	Paragraphs have lapse in unity and coherence. Sentence structure is confusing. Language is much too often unclear.	Poor paragraphing and sentence structure; unclear language
4. Organization is clear, logical and suitable for the assignment.	Order, structure and presentation of information are clear and logical.	Organization structure is strong and reflects a sense of purpose.	Organization has been attempted but does not fully serve the topic and the reader is not always sure why some material is included.	A clear sense of direction is absent. Information is strung together in a loose or random fashion.	There is no organization of ideas. Ideas are unrelated, unclear, and do not flow.
5. Standard grammar, spelling, agreement and punctuation are utilized.	Free of errors in punctuation, spelling, mechanics, usage, and agreement	Very few minor errors in punctuation, spelling, mechanics, usage, and agreement	Some errors in punctuation, spelling, mechanics but not a hindrance to comprehension	Many errors in punctuation, spelling, agreement, and mechanics interrupt the flow of text.	There are numerous grammar and mechanical errors which impede reading the text.