**English 125**

**Writing Skills for College**

**Section #52452**

**Tuesdays/Thursdays**

**10:00-11:50am in CCI 207**

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**Syllabus: English 125, Writing Skills for College**

# Contact Information

Mrs. Berg, Instructor Email: emily.berg@reedleycollege.edu

Office: Faculty Annex 6 (directly behind the SOC building) Phone: 638-3641, ext. 3150

Office Hours: Mondays from 11am-12pm (this is my virtual office hour; call or email during this time); Wednesdays from 10am-12pm; Fridays from 11am-11:50am. *Other times may be scheduled outside these hours as needed and as mutually convenient.*

**Course Description**

In this course, students will develop the process of writing, revising, and finishing essays, which includes the logical development and organization of ideas. Students will avoid common writing errors, develop their writing skills by reading model essays and analyzing rhetorical strategies, develop critical thinking skills by matching the structures of writing to meaning and audience, and by using writing as thinking to explore and express ideas. This course is a companion to ENGL 126 and prepares students for ENGL 1A. Students must successfully complete written course work to receive credit. Placement for this course is designated by the college assessment process or successful completion of English 252.

**Grading Policy**

Your grade is calculated by using the following traditional grading scale during the semester:

**Passing Grades: A=90-100%; B=80-89%; C=70-79% Failing Grades: D=60-69%; F=0-59%**

|  |  |  |
| --- | --- | --- |
| **Assignments and their Due Dates** | **Approximate**  **Point Value** | **Your Grade** |
| Essay #1 (due week 4) | 100 |  |
| Essay #2 (due week 7) | 100 |  |
| Essay #3 (due week 10) | 100 |  |
| Grammar Midterm (Test on the grammar concepts  from weeks 1-9) | 40 |  |
| Essay #4 (due week 14) | 150 |  |
| Essay #5 (due week 17) | 150 |  |
| Final (In Class, Timed Essay) | 100 |  |
| Grammar Final (Test on the grammar concepts  from weeks 10-17) | 40 |  |
| Homework (Weeks 1-9) | 25 |  |
| Homework (Weeks 10-17) | 25 |  |
| Reading quizzes | 120 |  |
| Grammar Quizzes | 50 |  |
| **APPROXIMATE POINT VALUE:** | **1,000** |  |

Grades are promptly posted on Blackboard; please look on Blackboard for your current grade in the class. You are also always welcome to come discuss your progress in the class with me during my office hours.

**Changes to the Syllabus/Assignment Calendar**

The instructor reserves the right to make changes as necessary for the benefit of the class to change policies on the syllabus or dates on the calendar. Missing class or not checking Blackboard is not an excuse for not being aware of any changes that are made to the calendar or the syllabus.

**Required Texts and Materials**

*Please note that I have placed the text below on reserve at the Reedley College library.*

Kirszner, Laurie G. and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*.

12th Edition. Boston: Bedford/St. Martin’s, 2012.

**Supplies Needed for Every Class**:

* a flash drive
* a set of several different colored highlighters
* plenty of lined paper
* some computer paper (in case we run out in lab)
* pencils and blue or black ink pens
* a binder with organizational tabs to keep all of your work for this class
* a stapler to turn in your work

Additional materials needed: one examination blue book (size 8 ½ x 11) for the final.

**Course Objectives/Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Write an essay of at least 750 words which includes an introduction, multiple body paragraphs, and conclusion of some sophistication. This essay will include:
2. clearly defined thesis statement
3. unified supporting paragraphs, which begin with topic sentences
4. quotations that support the topic sentences and the thesis
5. supporting material that exhibits critical thinking
6. complete sentences which include a variety of sentence types (simple, compound, complex, and compound/complex sentence)
7. will avoid fragments, comma splices, sentence fuses and other basic skills errors, such as capitalization, spelling, homophone issues, verb tense issues, subject-verb agreement, pronoun agreement, word choice issues, confused syntax, etc
8. descriptive vocabulary that exhibits growth and sophisticated word choice
9. use the MLA guidelines to setup essays, correctly use in-text citations for at least one source, and complete a works cited page
10. writing that is free from plagiarism
11. will demonstrate awareness of how to write from the 3rd person point of view for a specific audience
12. Plan and revise independently, employing all stages of the writing process as necessary and appropriate.
13. Complete a passing multi-paragraph in-class essay with a thesis and support.

**Homework**

The homework assignments are **checked at the beginning of class only** for full credit. **If you are late (or absent) for whatever reason, your work is late**. If you were late, absent, or you didn’t do your work on time, you still have the opportunity to earn up to half credit. You have until the midterm to make up any homework from weeks 1-9, and the final to make up any work from weeks 10-17. No homework can be turned in after then for credit.

**Attendance Policies**

Important skills are learned in every class meeting, especially since we only see each other only twice a week—when you are absent, you miss a lot! Please be aware **that more than 2 weeks’ worth absences for whatever reason will result in a drop** from this class (e.g. 5 absences=drop). Keep in mind that this is a college class—an absence, no matter the reason, is still an absence. That being said, it is common courtesy to inform me should you need to miss class, especially if you miss more than one class in a row. There are few things more infuriating for teachers than a student who disappears for a few class sessions and then shows up wanting to know if he has missed anything or expecting to fit right back in.

It is your responsibility to get assignments and handouts and to make sure that they are turned in if you are absent. I suggest that you find a reliable person in class to turn in papers for you, get homework assignments, and pick up work for you should you need to be absent from a class.

Tardies and early departures are disruptive and will not be tolerated; **two tardies or early departures of more than 5 minutes will result in one absence**. **If you arrive late, it is your responsibility to check in with me at the end of class, or your absence will remain on your record**. Please come in quietly and take the closest available seat by the door to minimize disruptions to the class. Should you need to be tardy more than 10 minutes of any class or need to leave more than 10 minutes early, that will count that as an absence.

**Cheating/Plagiarism**

***Bottom line***: Do not copy someone else’s words or ideas without giving them credit. Do not use another student’s paper as your own. Do not use a paper you wrote from another class in this class. Do not have another person write the paper for you. All of these are forms of cheating. You will receive a zero on the assignment (whether it is something plagiarized on your papers or on the discussion board), you will not be allowed to rewrite the assignment, and a report will be filed with the administration for their review. Please be advised that you will submit your final drafts of your papers in Turnitin.com, so if you do plagiarize your papers, you will be caught.

**Individual Conferences**

Occasionally throughout the semester, I will hold mandatory individual conferences to discuss your progress in the class or to review your drafts with you. Please make sure you arrive early for this appointment with the homework due that class period ready to show me during your appointment. Missing a conference counts as a class absence, and you still need to check in with me regarding your draft or your grade—you will then need to reschedule your appointment during my office hours.

**Getting Feedback and Additional Help on Your Writing**

Please note that I will not be able to give students who send me an email with a draft attached feedback; **if you want feedback on your draft, send me a copy of the draft in an email and indicate when exactly during my office hours you will call or come by to go over your draft with me. You also can send me a part of your draft (such as a thesis or a body paragraph) and ask a very specific question about that specific part (e.g. Does my thesis make sense? Does this paragraph have enough analysis?)**

Another excellent source of help is The Reedley College Writing Center, located in HUM 58 on the Reedley College campus. You can enroll in English 272, a course designed to help you on any writing assignment from any class. You can also take advantage of their walk-in or online tutorial. The Writing Center is open Monday - Thursdays: 8 a.m. to 2 p.m.

**Accommodations for Students with Disabilities**

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

# Examinations

**Examinations and quizzes cannot be made up**; if you know in advance that you cannot attend class, be sure to speak with me at least forty-eight hours in advance to make alternate plans before the exam is given. Please refrain from talking during examinations, and you may not leave the classroom unless you have turned in your exam and you have been instructed that you may leave when you are finished. You may only use the materials specified on the directions of the exam, and you may only use your own materials. Absolutely no electronic devises may be used or be on your desk during an exam. Should you be found in violation of these test regulations, you will be immediately dismissed from the exam with no credit.

**Essay Formatting**

For all work you submit, follow MLA formatting:

* Font set for TIMES NEW ROMAN 12
* Entire essay is DOUBLE line spaced only—no more and no less ANYWHERE
* The margins are set to 1” on all sides.
* In the PARAGRAPH menu, SPACING **BEFORE** and **AFTER** is set for ZERO (i.e. there should be no extra spaces in between paragraphs)
* Page numbers have been INSERTED (not typed) into the upper right hand corner (header) beginning with page one. This is formatted into the header, appearing ½ inch from the top of the page. The student’s last name appears before the page number—AND there is a space between the name and page number.
* On page one ONLY, in the top left hand corner of the page, the following appears 1 inch below the top of the page with this information double spaced.
  + Student’s Name
  + Instructor’s Name
  + Course and Section number
  + Due Date for Essay
* The essay has an appropriate title, which is centered—USING the computer’s function to center (not tabbed or spaced into the center). The title is a creative one, not merely the assignment’s name. The title has every major word capitalized, and there are no quotation marks around the title. The title is the same size font, and it is not italicized or in all capital letters.
* Run spell and grammar check to help you catch errors.
* The Work(s) Cited is the last page of the essay—INSERT NEW PAGE. The works cited page is the last formatted page of the essay, so it also follows all of the formatting details listed above.

**Please note:** Should I discover while reading your essay that you have not followed the above formatting expectations, run spell check, or sufficiently proofread and edited your work, I will discontinue reading and return the essay to you. You will then have until the following week to revise the paper and resubmit it with the first paper you submitted. The highest grade such a “returned” paper can receive is a “C.”

**Essays—Getting the Work Done on Time**

For each essay assignment, you are required to submit outlines and several drafts before the final draft is due. To receive full credit for your work, your drafts need to be on time and of **substantial length** –the same page requirement as the final draft assignment**. If you are absent for whatever reason on the day a final draft is due, it is nonetheless your responsibility to turn in the work on time**. You will need to submit the paper to me, in class, by email, or in my mailbox **before class begins** to receive full credit for the assignment.

Any essays written during the semester will only be **accepted up to one week** after the deadline for any credit. For each class meeting that you submit the essays late, **a full letter grade will be deducted** from the overall grade. If you turn in a paper late, you will not have an opportunity to rewrite the paper.

**Essays—Turning in the Final Draft**

The following work must be done before class to submit a final draft of a paper for your paper to be on time:

1. **Submit the final draft of the paper in our Blackboard site to Turnitin.com**. Before you upload the file, double check to make sure that you are submitting the correct draft of this assignment. Upload the file to the Blackboard site (find it in this essay’s details folder). Save your file with your first and last name plus the essay number in it (e.g. the file should be called “John Smith Essay 1.docx”), and make sure you save this file as a doc or .docx or .rtf file. Take note of the percentage score you got, and open the report to find out why you got the score you did. Papers must be uploaded at least one hour before our class begins.
2. **Prepare a packet to be submitted at the beginning of class**. The packets must be stapled together in this order:
   1. Rubric on top. Write your name on the rubric, and on the bottom of the rubric, write your Turnitin.com originality score and a few sentences explaining why you got the score you did.
   2. Final draft of your paper. Highlight on the final draft: your thesis; the topic sentences for all body paragraphs; transitional words and phrases.
   3. All other work done on this paper (from freewrites to outlines to rough drafts).

**Essays--Rewriting Policies**

You are allowed to and encouraged to rewrite only **one essay over the semester to try to earn up to one letter grade** **higher** than the final grade you received on the paper. Please note **you can only rewrite your work if you turned in the final draft of the paper on time**. **You have up to one week** from when I return your essays to rewrite the paper. Here’s the steps you will need to follow to rewrite your paper:

1. Once I have returned the essays to the class, you have up to one week from then to rewrite the paper. On the rewritten draft, **highlight exactly what you have changed in the document itself**.
2. Then, after the works cited page, include a separate typed paragraph explaining exactly what changes you have made and explaining how these changes improved your paper. I will only award a grade higher for papers with substantial, significant changes in them and for people who have followed these directions.
3. Turn into me the rewritten copy with the highlighting and your explanation of what you changed.
4. **You will not have the opportunity to rewrite Essay #5, as grades are due soon after you turn in that final paper.**

**Reminders/Tips for Success**

1. **Electronic Devices**: **Please turn off cell phones and pagers during class and put them away, off your desk**. It is unacceptable to set your phone on discreet and leave it on top of your desk, or to text during class—it is disruptive to you, your fellow students, and your instructor when you check your messages and calls during class, and I reserve the right to dismiss you from class if you are more interested in your phone than our class. Please do not use or have on any other electronic equipment during class (I-pods, cell phones, laptops, etc.), including during lab time. Without a doubt, do not answer your phone in class.
2. **Disruptive behavior** during class will not be tolerated for the sake of our learning environment; I reserve the right to ask you to leave the class with an absence if you are disruptive of other’s learning. Disruptive behavior includes (but is not limited to) talking, passing notes, arguing, eating food, sleeping during class, working on assignments for our class or other classes other than the one being covered in class at the time, receiving cell phone calls during class, text messaging during class, having your cell phone on your desk, not having the materials needed for class, or having your head on your desk. **The first time a student violates these rules, he will receive a verbal warning from the teacher. The second time (and any time thereafter), the student will be dismissed from the class with an absence**.
3. It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc. This means you should check the Blackboard announcements on a daily basis and your SCCCD e-mail account daily.
4. Always be prepared for class. If you show up unprepared for class and unwilling to work, I will ask you to leave with an absence for the day.
5. Be sure to keep all of your work during the semester. Accidents happen, teachers lose papers, gradebooks get stolen—protect yourself by keeping copies of your work, both hard copies and electronic copies.
6. Showing up to class is not enough; it’s true that being present helps you to learn, but if you do not do the assignments, you will not pass. Likewise, turning in the work is not enough: just doing the assignments does not warrant a passing grade. You need to be doing passing work to pass the class.
7. **Important dates:**
   1. **Semester begins: Monday, January 13**
   2. **MLK holiday (school closed): Monday, January 20**
   3. **Last day to drop the class without a “W” on your transcript: Friday, January 31**
   4. **Presidents’ Day holiday (school closed): February 14-17**
   5. **Last day to drop the class (a letter grade will be assigned thereafter): Friday, March 14**
   6. **Our final will be held on TUESDAY, May 20 from 10:00-11:50am in CCI 207.**

**Tips for Emailing Mrs. Berg and Other Instructors**

***Mrs. Berg’s note*: Email tends to be the primary way that students contact me in an online or hybrid class, and there are some things I wish you would keep in mind when considering whether to contact me this way. I do welcome contact, but I want you to know that I get between 50-100 emails a day (or more!). Responding to emails is a large part of what I do in an online class, and reading and following these tips will help me ensure I can help you more efficiently.**

1. **Email using your SCCCD account.**Your instructor does not know who “volfan2014” is, nor is he or she likely to open messages from unknown senders. Reedley College provides you with a professional email address that it expects you to maintain, so utilize it to ensure that you can be identified as a member of the university community.
2. **Always put the Course & Section Number in the subject line.**Many instructors will only accept emails from you in this format. Remember, your instructor has multiple sections of your course and may still be learning your name, so you need to identify yourself to help him or her to help you. A phrase such as “Question about paper” will be overlooked, whereas a professional subject line easily points to your identity as the instructor’s student.
3. **Know your instructor’s preferences and policy regarding email.**Make sure your instructor accepts email, and that email is the best way to talk about the particular subject. If your instructor doesn’t accept assignments via email, don’t send them! If it’s a complicated matter, or if it’s very urgent, a face-to-face meeting during office hours would probably be better.
4. **Format your email properly.**Always use a greeting, and write in complete sentences. Remember to indicate which class you’re writing about (course and section number in the subject line). End with a closing courtesy and signature. If you include an attachment, make sure the file name clearly identifies what the attachment is and who it’s from, so your instructor doesn’t have to guess (e.g. – “sjones-paper1prospectus.docx”). In addition, if you include an attachment, be very specific about what you want done with that document.

Above all, proofread! Just because it’s an email doesn’t mean you don’t have to adhere to Standard English! Use capital letters where appropriate, punctuate properly, and avoid “text-talk” (u, thru, lol, etc.). Compose your emails first in a Word document to take advantage of spell- and grammar-check before sending.

1. **Be clear and specific.**If you have a question about an assignment, be sure to specify which assignment. If you’re responding to feedback or other communication from the instructor, make it clear in your email that you’ve read the instructor’s response and are continuing the conversation.
2. **Don’t email in anger.**If you’re dealing with a touchy subject, or you’re lodging a complaint, be careful! Once sent, an email cannot be retrieved. Try having someone else read your message to ensure that you’re not being offensive or inflammatory, and if you’re emotional when writing the email, wait at least an hour before sending it.
3. **Patiently wait for a reply.**If you send an email, check back for a response. Leave plenty of time for your instructor to respond to your email (about 24 hours during the work week), and don’t harass him or her. However, it is perfectly okay to politely follow up on email messages if more than 24 hours has passed during the work week. Sometimes messages get lost in a crowded inbox. But make sure that what you’re asking is reasonable. Don’t send a rough draft at 10:00p.m. the night before the paper is due and expect feedback. Also, keep in mind that a request that takes five minutes to type might take a while to fulfill.

Remember, email is the most passive way to contact your instructors. If the matter is very urgent, important, or sensitive, you’re probably better off talking to your instructor face-to-face, or at least calling him or her.

1. **Choose your wording carefully.**If you missed class, don’t ask “if” you missed anything important. It’s a good bet that your instructor thinks everything he or she works hard to impart to you in class is important. Be diplomatic. Even if you feel completely in the right, be smart about how you phrase your message. Remember, your instructor is there to help you succeed and wants to help you succeed. As with most things in life, if you ask nicely, the instructor will be much more likely to try his or her best to help you. Don’t be demanding, and don’t tell your instructors what they “have” to do. Finally, be honest, but don’t over-share.
2. **Be sure that your instructor is the best person to ask before emailing.**If you ask a question that the instructor has already answered multiple times in class, or the information you need is on the syllabus, or you can get the material from a classmate, then your instructor will not look favorably on your email. Remember, if your question is about assignments or class policies, most likely the information you are looking for is available to you in Blackboard, in the syllabus, or in the assignment sheets. Take time to look carefully before asking, and if you don’t find the information, look again to be sure before contacting the instructor. *Special thanks to the Student Success Center at University of Tennessee at Knoxville for most of the tips in this article.*

**English 125 Assignment Calendar**

The dates below are the days by which the assignments (including the reading and essays) **must be completed**. Occasionally, this calendar may have to change as the class’s needs change over the course of the semester. *Missing class is not an excuse for not being aware of any changes that are made to this calendar.*

| **Date** | **Text Assignment—**  ***Patterns for College Writing (PCW)*** | **Grammar Assignment** | **Due Dates/Notes** |
| --- | --- | --- | --- |
| **Week 1**  Jan. 14 | -- | -- |  |
| Week 1  Jan. 16 | Print out and read the excerpt from Rhoda Janzen’s book *Mennonite in a Little Black Dress*, “What the Soldier Wore.” Located in Essay #1’s folder. | Subject and Verb Identification (video and PowerPoint) | Syllabus quiz due |
| **Week 2**  Jan. 21 | Read Chapter 2, “Invention,” beginning on page 29 and Chapter 3, “Arrangement,” page 51. You don’t need to do the exercises. |  | Reading quiz week 1  Outline for Essay #1 due |
| Week 2  Jan. 23 |  | Sentence Types (video and PowerPoint) |  |
| **Week 3**  Jan. 28 | Read Chapter 6, “What is Narration?” page 97 plus the following essays: “My Mother Never Worked” page 121 and “Thirty-Eight Who Saw Murder Didn’t Call Police” page 127. |  | Reading quiz week 2  Typed, full-page rough draft for Essay #1 due |
| Week 3 Jan. 30 |  | Fragments (video and PowerPoint) |  |
| **Week 4**  Feb. 4 | Read Chapter 8, “What is Exemplification?” page 211 plus the following essays: “Just Walk on By” page 240 and “Why Looks are the Last Bastion of Discrimination,” page 246. |  | Reading quiz week 3  **Typed, full page final draft for Essay #1 due. Turn in with all prior work. Highlight thesis and topic sentences on the final draft.**  Grammar weeks 1-3 quiz |
| Week 4 Feb.6 |  | Avoiding Run-on Sentences (video and PowerPoint) |  |
| **Week 5**  Feb.11 | Read Chapter 9, “What is Process?” page 263 plus the following essays: “How to Decorate Your Room When You’re Broke” page 290 and “The Embalming of Mr. Jones” page 303. |  | Reading quiz week 4  Outline for Essay #2 due. |
| Week 5  Feb.13 |  | Making Subjects and Verbs Agree (handout) |  |

| **Date** | **Text Assignment—**  ***Patterns for College Writing (PCW)*** | **Grammar Assignment** | **Due Dates/Notes** |
| --- | --- | --- | --- |
| **Week 6**  Feb.18 | Read Chapter 11, “What is Comparison and Contrast?” page 371 plus the following essays: “Grant and Lee: A Study in Contrasts” page 393 and “I’m Your Teacher, Not Your Internet-Service Provider” page 417. |  | Reading quiz week 5  Typed, full page rough draft for Essay #2 due. |
| Week 6  Feb.20 |  | Parallelism (video, PowerPoint) |  |
| **Week 7**  Feb.25 | Print out and read Gary Soto’s essay, “One Last Time” (located in Essay #3’s folder); plus the following essays from Chapter 11: “Comparison and Contrast” essays: “Why Chinese Mothers are Superior,” page 410 and “Sex, Lies, and Conversation,” page 423. |  | Reading quiz week 6  **Typed, full page final draft for Essay #2 due. Turn in with all prior work. Highlight thesis and topic sentences on the final draft. Upload final draft to Turnitin.com one hour before class.**  Grammar weeks 4-6 quiz |
| Week 7  Feb.27 |  | What are Clichés? (handout) |  |
| **Week 8**  Mar.4 | *Patterns*, Chapter 10, read the introduction to the chapter, “What is Cause and Effect?” p. 321 and: “A Peaceful Woman Explains Why She Carries a Gun,” p. 354 and “The Case Against Air Conditioning” p. 344. |  | Reading quiz week 7  Outline for Essay #3 due. |
| Week 8  Mar.6 |  | Verb Tense Consistency (handout) |  |
| **Week 9**  Mar.11 | *Patterns*, Chapter 14, “Argumentation: An Introduction” page 525 and “Should Government Tax Sugary Drinks?” (overview plus essays) pages 630-648. |  | Reading quiz week 8  Last day to submit any missing homework from weeks 1-9  Typed, full page rough draft for Essay #3 due. |
| Week 9  Mar.13 |  | Using Coordinating & Subordinating Conjunctions. Page 543 in *Patterns* (video). |  |
| **Week 10**  Mar.18 | *Patterns*, “Finding and Evaluating Sources,” pages 705-710. Read the following in Essay #4’s folder: “Junk Food Taxes May Encourage People to Eat Healthy Foods” and “Junk Food Taxes Would Be Unfair” |  | Reading quiz week 9  **Typed, full page final draft for Essay #3 due. Turn in all prior work. Highlight thesis and topic sentences. Upload final draft to Turnitin.com one hour before class.**  Grammar weeks 7-9 quiz **Grammar packet weeks 1-9 due. Last day to submit any missing homework**  **from weeks 1-9.** |
| **Date** | **Text Assignment—**  ***Patterns for College Writing (PCW)*** | **Grammar Assignment** | **Due Dates/Notes** |
| Week 10  Mar.20 |  | Conciseness: Methods of Eliminating Wordiness (web article) |  |
| **Week 11**  Mar.25 | *Patterns*, “Documenting Sources,” pages 723-742. Print out and read the following articles located in Essay #4’s folder: “Junk Food Should Be Banned in Schools” and “Junk Food Should Not Be Banned in Schools.” |  | Reading quiz week 10  Outline for Essay #4 due (informal—begin to use sources)  **Grammar midterm weeks 1-9.** |
| Week 11  Mar.27 |  | Avoiding Misplaced & Dangling Modifiers" in your *Patterns* textbook page 160. (video and PowerPoint) |  |
| **Week 12**  April 1 | *Patterns*, “Integrating Sources and Avoiding Plagiarism,” pages 711-721. Review all articles and websites for Essay #4. |  | Reading quiz week 11  Outline for Essay #4 due (formal—all sources must be included and cited) |
| Week 12  April 3 |  | Sentence Building Exercises (video and PowerPoint) | Grammar weeks 10-12 quiz |
| **Week 13**  April 8 | Print and read the Opposing Viewpoints articles located in Essay #5’s folder, “Wal-Mart Exploits Workers and Communities” and “Wal-Mart Supports Communities.” |  | Reading quiz week 12  Typed, full page rough draft for Essay #4 due. |
| Week 13  April 10 |  | Active and Passive Voice (video and PowerPoint) |  |
| **SPRING BREAK, APRIL 14-18** |  |  | **HOLIDAY—NO CLASSES** |
| **Week 14**  April 22 | Print and read these articles located in Essay #5’s folder: “Wal-Mart to Buy More Local Produce,” “With Praise from Michelle Obama, Wal-Mart Announces Healthy Food Campaign,” “Eaters Beware: Wal-Mart is Taking Over Our Food System.” |  | Reading quiz week 13  **Typed, full page final draft for Essay #4 due. Turn in with all prior work. Highlight thesis and topic sentences on the final draft. Upload final draft to Turnitin.com one hour before class.** |
| Week 14  April 24 |  | Read page 657 in *Patterns* "Agreement with Indefinite Pronouns" (Video and PowerPoint) |  |

| **Date** | **Text Assignment—**  ***Patterns for College Writing (PCW)*** | **Grammar Assignment** | **Due Dates/Notes** |
| --- | --- | --- | --- |
| **Week 15**  April 29 | Watch at least the first three sections of “Is Wal-Mart Good for America?” (the link is in Essay #5’s folder; on the website, find the link “Watch the Full Program Online” on the right-hand side of the page). The first three segments are entitled, “Wal-Mart’s Revolutionary Power,” “Muscling Manufacturers,” and “The Strategy: Low Costs and Go Global.” |  | Reading quiz week 14  Outline for Essay #5 due |
| Week 15  May 1 |  | Read page 217 in *Patterns* to help you understand the concept of “Commas in a Series” (Video and PowerPoint) |  |
| **Week 16**  May 6 | *Patterns for College Writing*, Chapters 12, “What is Classification and Division?” page 435 and the following essays in that chapter: “College Pressures,” page 450, and “The Dog Ate My Disk, and Other Tales of Woe,” page 460, and “Mother Tongue” page 466. |  | Reading quiz week 15  Typed thesis and one body paragraph due for Essay #5 |
| Week 16  May 8 |  | Avoiding Unnecessary Shifts. Read page 268 in *Patterns.* (video and PowerPoint) | Grammar weeks 13-16 quiz  **Grammar packet due**  **weeks 10-16.** |
| **Week 17**  May 13 | *Patterns for College Writing*, Chapter 13, “What is Definition?” page 489 and read the following essays in that chapter: “I Want a Wife,” page 503 and “Wife Beater,” page 516. |  | Reading quiz week 16  Typed, full page rough draft for Essay #5 due. |
| Week 17  May 15 |  | Review weeks 10-17 grammar concepts for the grammar final. | **Last day to submit any missing homework from weeks 10-17.**  **Grammar final exam.** |
| **FINALS WEEK** |  |  | **FINAL—Tuesday, May 20, 10:00am-11:50am in CCI 207.**  **Essay #5 due. Turn in at the final with all prior work. Highlight thesis and topic sentences on the final draft. Upload final draft to Turnitin.com one hour before the final.** |

**ESSAY PROMPTS**

**Essay #1: A “Shame-Based” Experience**

In the chapter, "What the Soldier Made," from Rhoda Janzen's memoir, *Mennonite in a Little Black Dress*, the author lists out the "Shame-Based Foods" that her mother would pack in her lunches every day, causing her much embarrassment.   Reflect upon your own culture and upbringing.   Write an essay in which you discuss the "Shame-Based" experiences or things about your own culture and upbringing.

Make sure you have a well-organized essay, with an introduction and a thesis, well-developed body paragraphs that each has a topic sentence that states what that paragraph is about, and a conclusion.   **Be sure to include plenty of specific evidence to support your thesis.**

**INTRODUCTION:**

In your introduction, begin with an overview of the assignment, being careful not to "announce" your topic by writing something such as, "In this essay, I will compare myself to Rhoda Janzen."  After the introductory statement that hints of what the paper is about without announcing it, you should provide a brief (no more than five sentence) summary of Janzen's chapter, "What the Soldier Made."  You will then need to write a few sentences of transition between the summary and your thesis (so the thesis flows naturally after the summary).  Your final sentence of this introduction is your thesis, of course, which answers the essay's question directly.

**BODY PARAGRAPHS:**

Each of your body paragraphs should begin with a topic sentence that states your main idea (that you had a shameful experience) and your topic (what shameful experience you will describe in that body paragraph).  Have plenty of specific examples after your topic sentence, making sure to include transition words in your body paragraph.  “A” papers will also include references to Rhoda Janzen's experiences within the body paragraphs, perhaps even giving a quotation from the chapter within your body paragraphs.

**CONCLUSION:**

In your conclusion, be sure to bring up once again Rhoda Janzen's essay, as you reflect on the significance of these shameful experiences in your life today.  Just as Rhoda Janzen did in her last few pages, you should also consider what role these shameful experiences have played in the development of who you are today.

The typed final draft should be **at least two and a half pages** in length and follow MLA formatting requirements, as specified in the syllabus and in the video.

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**Essay #2: Exemplification Using Sources**

Write an essay that discusses two or three of the greatest challenges facing the United States today, according to the authors you select. Refer directly to essays in Chapter 8, such as Brent Staples’s essay, "Just Walk on By: A Black Man Ponders His Power to Alter Public Space" or Deborah L. Rhode’s essay, "Why Looks Are the Last Bastion of Discrimination." You may also use Martin Gansberg’s essay, "Thirty-Eight Who Saw Murder Didn’t Call Police" essay from Chapter 6.

*Important Note*: Keep in mind that this essay's purpose is to give you practice integrating textual evidence into your paper. As such, **the focus of this paper should be on what the authors of the assigned essays think are some of major challenges that the United States is facing today,** not necessarily what you think these challenges are.

Minimum requirements of a passing paper:

* Must be typed.
* At least 2 and 1/2 pages in length, in addition to a works cited page.
* Must be in MLA formatting.
* Must have a minimum of one quotation each from two different essays.

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**Essay #3: Comparison**

Essay Prompt : Write an essay comparing the views of work presented in Gary Soto's essay, "One Last Time" and Bonnie Smith-Yackel's essay, "My Mother Never Worked."

Essay Requirements: All essays must be typed in MLA format. Essays must have at least three typed pages of text, in addition to a works cited page. Essays must the organization as outlined below. You must include at least three quotations from each essay (for a minimum of 6 quotations).

|  |  |
| --- | --- |
| Introduction | Begin with some sort of a statement that gives an overview of the assignment without announcing it (e.g. avoid beginning with "In this essay, I will compare two essays I have read…").   After the overview, introduce both texts with a short summary of each.  Pay attention to the order that you discuss the texts here in the introduction-this is the same order you want to keep in your body paragraphs.   Finally, your last sentence of this paragraph will be your thesis. |
| 1 st body paragraph | Begin with a topic sentence.   In this body paragraph, you will want to look at your **first topic of comparison** with your **first text**.   Make sure you include a short summary (background), a meaningful quotation, and analysis.   End with a concluding sentence. |
| 2 nd body paragraph | Begin with a topic sentence, including a transition from your last paragraph to this one.   In this body paragraph, you will want to look at your **first topic of comparison** with your **second text**.   Make sure you include a short summary (background), a meaningful quotation, and analysis.   End with a concluding sentence. |
| 3 rd body paragraph | Begin with a topic sentence, and include a transition from the first topic of comparison to this, your second topic.   In this body paragraph, you will want to look at your **second topic of comparison** with your **first text**.   Make sure you include a short summary (background), a meaningful quotation, and analysis.   End with a concluding sentence. |
| 4 th body paragraph | Begin with a topic sentence, including a transition from your last paragraph to this one. In this body paragraph, you will want to look at your **second topic of comparison** with your **second text**.   Make sure you include a short summary (background), a meaningful quotation, and analysis.   End with a concluding sentence. |
| 5 th body paragraph | Begin with a topic sentence, and include a transition from the second topic of comparison to this, your third topic.   In this body paragraph, you will want to look at your **third topic of comparison** with your **first text**.   Make sure you include a short summary (background), a meaningful quotation, and analysis.   End with a concluding sentence. |
| 6 th body paragraph | Begin with a topic sentence, including a transition from your last paragraph to this one. In this body paragraph, you will want to look at your **third topic of comparison** with your **second text**.   Make sure you include a short summary (background), a meaningful quotation, and analysis.   End with a concluding sentence. |
| Conclusion | Final thoughts about the connections between these two texts as well as the significance of your comparison. |

**Essay #4: Junk Food Tax? Mini-Research Paper**

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Write an essay in which you discuss whether the government should or should not tax junk food and soda for the purposes of improving public health.

Using the sources listed below, write an argumentative essay that takes a position on one of these issues. Make sure that you present a strong argument by providing **specific examples** from the sources in your body paragraphs. **You are also required to provide a paragraph in which you refute the opposing argument** (see the introduction to Chapter 14, “What is Argumentation?” for further information on how to bring up the opposing argument and show that it is weak). This paragraph, also called “The Other Side” paragraph, should be your final body paragraph, right before the conclusion.

Minimum Requirements:

1. You must cite all of the following articles at least two times per article:
   1. TEXTBOOK. At least one of these articles from the textbook looking at the question: “Should Government Tax Sugary Drinks?” Daines’s, “A Tax That Invests in Our Health,” Leonhardt’s “Fat Tax,” Engber’s “Let Them Drink Water!”, and Ousborne’s “Does This Tax Make Me Look Fat?”
   2. OPPOSING VIEWPOINTS articles. At least one of the articles from Essay #4’s folder: “Junk Food Should Be Banned in Schools”; “Junk Food Should Not Be Banned in Schools”; “Junk Food Taxes May Encourage People to Eat Healthy Foods;” and “Junk Food Taxes Would Be Unfair and Ineffective.”
   3. NPR PODCAST. At least one from the Essay #4 folder: “Science Friday: Can Government Bans Tackle Obesity?”; “Junk Food Fight: Should We Stop Targeting Teens?”; “Obama Administration: Junk Foods Not So Grrreat.”
2. Page Length : at least 3 ½ pages of typed text, in addition to a works cited page.

**Essay #5**

**Using Classification Strategies to Construct an Argument**



Your assignment for this essay is to write a paper that uses all of the quotations listed in the handout provided.  Remember, **you will need to construct a point, or a main idea**, and support this point with the assigned quotations.  Essays will probably be at least three typed pages.  Of course, you are required to cite all of the quotations in your paper.  You will also need to include a works cited page for this assignment.



**REFERENCE HANDOUTS**

**Informal Outline for Compositions: Essay #1**

Essay’s Prompt: *(Find what the essay is about. If there is a couple of sentences, find the most important sentence, or combine the ideas into one sentence).*

Essay’s Question: *(Take the essay’s prompt, if it is written as a statement, and turn it into a question. Be sure to write the question as accurately as possible—use the exact words that the teacher has given you to ensure accuracy.)*

Your answer—the Thesis: *(Answer the essay’s questions, and include the reasons why the question is true, a.k.a. the “plan of development”, into your thesis as well).*

Body paragraphs: *(Each one of your reasons why your thesis is true--the plan of development--will have at least one entire paragraph for you to explain with examples. You do not need to write complete sentences at this point.)*

Reason #1 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #2 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #3 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #4 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

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**Informal Outline for Compositions: Essay #2**

Essay’s Prompt: *(Find what the essay is about. If there is a couple of sentences, find the most important sentence, or combine the ideas into one sentence).*

Essay’s Question: *(Take the essay’s prompt, if it is written as a statement, and turn it into a question. Be sure to write the question as accurately as possible—use the exact words that the teacher has given you to ensure accuracy.)*

Your answer—the Thesis: *(Answer the essay’s questions, and include the reasons why the question is true, a.k.a. the “plan of development”, into your thesis as well).*

Body paragraphs: *(Each one of your reasons why your thesis is true--the plan of development--will have at least one entire paragraph for you to explain with examples. You do not need to write complete sentences at this point.)*

Reason #1 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #2 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #3 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #4 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

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|  |  |
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| **Author: \_\_\_\_\_\_\_\_\_\_\_** | **Author: \_\_\_\_\_\_\_\_\_\_\_** |
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**Comparison Chart**

|  |  |  |
| --- | --- | --- |
| **Category for Comparison** | **Author: \_\_\_\_\_\_\_\_\_\_\_** | **Author: \_\_\_\_\_\_\_\_\_\_\_** |
|  |  |  |
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Informal Outline Structure for Comparison Essays: Essay #3

Essay’s Prompt: *(Find what the essay is about. If there is a couple of sentences, find the most important sentence, or combine the ideas into one sentence).*

Essay’s Question: *(Take the essay’s prompt, if it is written as a statement, and turn it into a question. Be sure to write the question as accurately as possible—use the exact words that the teacher has given you to ensure accuracy.)*

Your answer—the Thesis: *(Answer the essay’s questions, and include the reasons why the question is true, a.k.a. the “plan of development”, into your thesis as well).*

Body paragraphs: *(Each one of your reasons why your thesis is true--the plan of development--will have at least one entire paragraph for you to explain with examples. You do not need to write complete sentences at this point.)*

Reason #1 your answer is true (the first essay) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #1 your answer is true (the second essay) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details

Reason #2 your answer is true (the first essay): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #2 your answer is true (the second essay): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #3 your answer is true (the first essay): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #3 your answer is true (the second essay): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

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**Informal Outline for Compositions: Essay #4**

Essay’s Prompt: *(Find what the essay is about. If there is a couple of sentences, find the most important sentence, or combine the ideas into one sentence).*

Essay’s Question: *(Take the essay’s prompt, if it is written as a statement, and turn it into a question. Be sure to write the question as accurately as possible—use the exact words that the teacher has given you to ensure accuracy.)*

Your answer—the Thesis: *(Answer the essay’s questions, and include the reasons why the question is true, a.k.a. the “plan of development”, into your thesis as well).*

Body paragraphs: *(Each one of your reasons why your thesis is true--the plan of development--will have at least one entire paragraph for you to explain with examples. You do not need to write complete sentences at this point.)*

Reason #1 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #2 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #3 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #4 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

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|  | **Content** | **Organization** | **Conventions** |
| **A—Exceptional** | * Strong thesis statement * Strong topic sentences in all body paragraphs * Strong examples/details/reasons that are well-chosen, thoughtful, original and balanced and support the thesis * Overall essay is unified * Thoughtfully, thoroughly addresses the essay prompt * Contains outstanding critical thinking * Meets or exceeds essay’s requirements | * Strong essay structure with strong introduction, body paragraphs, and conclusion * Strong use of transitions within the paragraphs and between paragraphs * A strong sense of a logical progression of ideas in each paragraph | * Sophisticated, varied sentence structure * Excellent control of sentence structure * Few if any surface errors (spelling, mechanics, punctuation), none of which interfere with understanding * Accurate, concise word choice * MLA formatting followed with very few, if any, errors * Citations correctly used for all words and ideas not writer’s own * Textual evidence has strong signal phrases and correct parenthetical citations |
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| **C—Satisfactory** | * An identifiable but awkwardly written thesis statement * Adequate topic sentences * Supporting examples/reasons /details are present, but they may be limited, too general, or unbalanced * Some suggestion of unified content * Adequately addresses the essay prompt * Has begun to wrestle with critical thinking but needs to improve * Meets some of the essay’s requirements | * The essay contains an introduction, body paragraphs, and a conclusion, but these paragraphs are flawed in some way * Some use of transitions within the paragraphs and between paragraphs * Some lapses in the logical progression of ideas in each paragraph | * Attempts made at times to vary sentence structure * Adequate control of sentence structure, although there may be errors * Some surface errors that do not interfere with understanding * Some word choice errors that do not interfere with understanding * MLA formatting followed with some serious errors * Citations mostly used for all words and ideas not writer’s own. Writer may be a little confused about rules * Most of the textual evidence has signal phrases connected to quotations and parenthetical citations with errors |
| **D—Unsatisfactory** | * A confusing or weak thesis statement * Missing or unclear topic sentences * Supporting examples/details/reasons present, but they are weak, poorly developed, disconnected from the thesis, repetitive, or very unbalanced * The content is not unified * Attempts to address the essay prompt, but only answers part of the question or appears to misunderstand the prompt * Contains little or no critical thinking. * Does not meet most of the essay’s requirements | * Weak organization (perhaps missing an introduction, body, or conclusion paragraph) * Few or improperly used transitions * Little sense of organization, with major lapses in the logical progression of ideas in each paragraph | * Simplistic sentence structure * Limited control over sentence structure * Significant surface errors that may interfere with understanding * Significant word choice errors that may interfere with meaning * MLA formatting followed with serious, frequent errors * Errors in following citation rules * Most of the textual evidence used are missing signal phrases |
| **F –Failing** | * No thesis statement * Essay is incomplete or doesn’t address the prompt * No sources (if required) * The student has not followed directions | * No sense of organization * Missing an introduction, body paragraphs, or conclusion * No use of transitions | * Lack of control over sentence structure * Major problems with surface errors that obscure meaning * Numerous and significant word choice errors that obscure meaning * No MLA formatting * Lacks citations or has major mistakes * No signal phrases used before or after quotations (or no textual evidence provided) |

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| **F –Failing** | * No thesis statement * Essay is incomplete or doesn’t address the prompt * No sources (if required) * The student has not followed directions | * No sense of organization * Missing an introduction, body paragraphs, or conclusion * No use of transitions | * Lack of control over sentence structure * Major problems with surface errors that obscure meaning * Numerous and significant word choice errors that obscure meaning * No MLA formatting * Lacks citations or has major mistakes * No signal phrases used before or after quotations (or no textual evidence provided) |

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| **A—Exceptional** | * Strong thesis statement * Strong topic sentences in all body paragraphs * Strong examples/details/reasons that are well-chosen, thoughtful, original and balanced and support the thesis * Overall essay is unified * Thoughtfully, thoroughly addresses the essay prompt * Contains outstanding critical thinking * Meets or exceeds essay’s requirements | * Strong essay structure with strong introduction, body paragraphs, and conclusion * Strong use of transitions within the paragraphs and between paragraphs * A strong sense of a logical progression of ideas in each paragraph | * Sophisticated, varied sentence structure * Excellent control of sentence structure * Few if any surface errors (spelling, mechanics, punctuation), none of which interfere with understanding * Accurate, concise word choice * MLA formatting followed with very few, if any, errors * Citations correctly used for all words and ideas not writer’s own * Textual evidence has strong signal phrases and correct parenthetical citations |
| **B—Commendable** | * Clear thesis statement * Clear topic sentences in all body paragraphs * Clear examples/details/reasons that are mostly well-chosen, original, and mostly balanced and support the thesis * There is clear essay unity * Addresses the essay prompt * Contains good critical thinking * Meets most of the essay’s requirements | * Good essay structure, with clear introduction, body paragraphs, and conclusion * Good use of transitions within the paragraphs and between paragraphs * Good sense of a logical progression of ideas in each paragraph | * Sentence structure is varied at times * Good control of sentence structure * Minor surface errors that do not interfere with understanding * Few diction and word choice problems * MLA formatting followed with minor errors * Citations used for all words and ideas not writer’s own, with slight errors * Textual evidence has signal phrases connected to quotations and correct parenthetical citations with slight errors |
| **C—Satisfactory** | * An identifiable but awkwardly written thesis statement * Adequate topic sentences * Supporting examples/reasons /details are present, but they may be limited, too general, or unbalanced * Some suggestion of unified content * Adequately addresses the essay prompt * Has begun to wrestle with critical thinking but needs to improve * Meets some of the essay’s requirements | * The essay contains an introduction, body paragraphs, and a conclusion, but these paragraphs are flawed in some way * Some use of transitions within the paragraphs and between paragraphs * Some lapses in the logical progression of ideas in each paragraph | * Attempts made at times to vary sentence structure * Adequate control of sentence structure, although there may be errors * Some surface errors that do not interfere with understanding * Some word choice errors that do not interfere with understanding * MLA formatting followed with some serious errors * Citations mostly used for all words and ideas not writer’s own. Writer may be a little confused about rules * Most of the textual evidence has signal phrases connected to quotations and parenthetical citations with errors |
| **D—Unsatisfactory** | * A confusing or weak thesis statement * Missing or unclear topic sentences * Supporting examples/details/reasons present, but they are weak, poorly developed, disconnected from the thesis, repetitive, or very unbalanced * The content is not unified * Attempts to address the essay prompt, but only answers part of the question or appears to misunderstand the prompt * Contains little or no critical thinking. * Does not meet most of the essay’s requirements | * Weak organization (perhaps missing an introduction, body, or conclusion paragraph) * Few or improperly used transitions * Little sense of organization, with major lapses in the logical progression of ideas in each paragraph | * Simplistic sentence structure * Limited control over sentence structure * Significant surface errors that may interfere with understanding * Significant word choice errors that may interfere with meaning * MLA formatting followed with serious, frequent errors * Errors in following citation rules * Most of the textual evidence used are missing signal phrases |
| **F –Failing** | * No thesis statement * Essay is incomplete or doesn’t address the prompt * No sources (if required) * The student has not followed directions | * No sense of organization * Missing an introduction, body paragraphs, or conclusion * No use of transitions | * Lack of control over sentence structure * Major problems with surface errors that obscure meaning * Numerous and significant word choice errors that obscure meaning * No MLA formatting * Lacks citations or has major mistakes * No signal phrases used before or after quotations (or no textual evidence provided) |

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**REEDLEY COLLEGE, ENGLISH 125 RUBRIC**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Content** | **Organization** | **Conventions** |
| **A—Exceptional** | * Strong thesis statement * Strong topic sentences in all body paragraphs * Strong examples/details/reasons that are well-chosen, thoughtful, original and balanced and support the thesis * Overall essay is unified * Thoughtfully, thoroughly addresses the essay prompt * Contains outstanding critical thinking * Meets or exceeds essay’s requirements | * Strong essay structure with strong introduction, body paragraphs, and conclusion * Strong use of transitions within the paragraphs and between paragraphs * A strong sense of a logical progression of ideas in each paragraph | * Sophisticated, varied sentence structure * Excellent control of sentence structure * Few if any surface errors (spelling, mechanics, punctuation), none of which interfere with understanding * Accurate, concise word choice * MLA formatting followed with very few, if any, errors * Citations correctly used for all words and ideas not writer’s own * Textual evidence has strong signal phrases and correct parenthetical citations |
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**Transitional Words and Phrases**

**To Add:**

and, again, and then, besides, equally important, finally, further, furthermore, nor, too, next, lastly, what's more, moreover, in addition, first (second, etc.)

**To Compare:**

whereas, but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, up against, balanced against, but, although, conversely, meanwhile, after all, in contrast, although this may be true

**To Prove:**

because, for, since, for the same reason, obviously, evidently, furthermore, moreover, besides, indeed, in fact, in addition, in any case, that is

**To Show Exception:**

yet, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes

**To Show Time:**

immediately, thereafter, soon, after a few hours, finally, then, later, previously, formerly, first (second, etc.), next, and then

**To Repeat:**

in brief, as I have said, as I have noted, as has been noted

**To Emphasize:**

definitely, extremely, obviously, in fact, indeed, in any case, absolutely, positively, naturally, surprisingly, always, forever, perennially, eternally, never, emphatically, unquestionably, without a doubt, certainly, undeniably, without reservation

**To Show Sequence**:

first, second, third, and so forth. A, B, C, and so forth. next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently, thus, therefore, hence, next, and then, soon

**To Give an Example:**

for example, for instance, in this case, in another case, on this occasion, in this situation, take the case of, to demonstrate, to illustrate, as an illustration, to illustrate

**To Summarize or Conclude:**

in brief, on the whole, summing up, to conclude, in conclusion, as I have shown, as I have said, hence, therefore, accordingly, thus, as a result, consequently, on the whole

**Writing a Successful Body Paragraph Using Source Materials**

**Topic Sentence**:

Your first sentence should be a topic sentence, a single sentence that tells what the entire paragraph is about (i.e. your topic). You should also put the essay’s main idea or argument from your thesis in this sentence as well.

**Background**:

Before you provide a quotation or textual evidence, you will need a sentence or two giving background (or setting up a context) so that the quotation makes sense.

**Quotation/Textual Evidence:**

Provide a quotation or a paraphrase from a source material to support your topic of this body paragraph. Make sure that you have introduced the quotation with a signal phrase. Make sure, too, that if you name an author of source, establish the credibility of the source. Cite your source.

**Analysis:**

Don’t just let the quotation speak for itself—discuss the quotation directly. After each quote, ask yourself, “So What?” Then, write down the answer to that question in at least two sentences. Remember, you know why you chose this quotation—you think it helps prove what you are trying to argue in your paper. The analysis is where you explain that to your reader. How does this quote prove your main idea? That’s analysis.

**Concluding Sentence:**

End the paragraph by restating in different words what the paragraph was about—the topic sentence.

**Other Tips:**

* Transitional words and phrases are a nice way to go from one of the steps to another in your body paragraph, and certainly from one body paragraph to another.
* You can use this sequence within your body paragraph a couple of times (background/quote/analysis)

**Some Verb Choices for Signal Phrases:**

|  |  |  |  |
| --- | --- | --- | --- |
| acknowledges | advises | agrees | allows |
| answers | asserts | believes | claims |
| concludes | concurs | confirms | criticizes |
| declares | describes | disagrees | discusses |
| disputes | emphasizes | expresses | interprets |
| lists | opposes | remarks | replies |
| reports | responds | reveals | says |
| shows | states | voices | verbalizes |

Common Correction Symbols

|  |  |  |
| --- | --- | --- |
| **Symbol** | **Meaning** | **Example** |
| **frag** | *fragment* | *Because he was not educated*. He was ignored |
| **r-o** | *run on* | The essay was *good the* details support the thesis well. |
| **sp** | *spelling* | She *staid* with her friend during the storm. |
| **s-v** | *subject-verb agreement* | Anzaldua always *use* the same style. |
| **vt** | *verb tense error* | His feelings can be *explain* by *study* the source. |
| **wc** | *Word choice very informal* | Well, she is such a hottie. |
| **ww** | *wrong word* | It was not the technology *what* he was interested *with*. |
| **^** | *insert* | In 1960s, spending grew and the deficit jumped. |
|  | *delete* | Despite *of* precautions, chemicals caused *a* pollution. |
|  | *paragraph* | It wasn't my best day. Another problem I had . . . |
| **//** | *faulty parallelism* | The ad has texture, contrast, and *it is symmetrical*. |
|  | *rephrase; find a better way to write it* | Due to the fact that they cannot work, the government pays for the treatment. |
|  | *Some other grammar, spelling, or mechanical error. Writer, check it out to make your corrections.* | For the reason have gone. |

|  |  |  |
| --- | --- | --- |
| **TW** | *Transitional words and phrases needed here.* | *Use words such as for example; however; also; first; next; finally. See your textbook for more examples.* |
| **TS** | *Topic Sentence needed here* | *A topic sentence is the first sentence of each body paragraph; it tells exactly what that paragraph will be about.* |

**This page intentionally left blankEssay #1: A Checklist of the Required Elements**

Respond “Yes” or “No in each space below, indicating whether or not you have met this requirement:

\_\_\_\_\_\_\_\_\_\_ Your paper length is at least two and a half typed pages.

\_\_\_\_\_\_\_\_\_\_ You have at least two body paragraphs.

\_\_\_\_\_\_\_\_\_\_ The topic sentences for each body paragraphs all contain the topic and the main idea as well as a transitional word or phrase.

\_\_\_\_\_\_\_\_\_\_ The focus of the body paragraphs is on topics, not on a chronological series of events.

\_\_\_\_\_\_\_\_\_\_ The body paragraphs have specific examples to support your main idea.

\_\_\_\_\_\_\_\_\_\_ The introduction contains:

* Overview of assignment
* Summary of Janzen’s article (including author’s name and title of her essay)
* Transition to your own source of shame
* Thesis that answers essay’s question

\_\_\_\_\_\_\_\_\_\_ The conclusion contains:

* Restating the authors’ names and essay title
* Reflection: significance

\_\_\_\_\_\_\_\_\_\_ You have written no informal word choices (“Kids” instead of “children” “mom” instead of “mother”).

\_\_\_\_\_\_\_\_\_\_ You have written no contractions in this formal essay (“don’t” instead of “do not”) except in the textual evidence.

\_\_\_\_\_\_\_\_\_\_ There are no coordinating conjunctions at the beginning of the sentence.

\_\_\_\_\_\_\_\_\_\_ No second person pronouns have been used (“you” “your”).

What do you think is the strength of this essay?

How have you changed your essay over the course of this assignment? How has this change improved your essay?

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Respond “Yes” or “No in each space below, indicating whether or not you have met this requirement:

\_\_\_\_\_\_\_\_\_\_ Your paper length is at least two and a half typed full pages (excluding works cited page).

\_\_\_\_\_\_\_\_\_\_ You have included a works cited page.

\_\_\_\_\_\_\_\_\_\_ The topic sentences for each body paragraphs all contain the topic, the author, and the main idea as well as a transitional word or phrase

\_\_\_\_\_\_\_\_\_\_ Each body paragraph has one piece of textual evidence that has a signal phrase and a citation.

\_\_\_\_\_\_\_\_\_\_ No first person pronouns have been used (“I” “we” “our” “my”) except for textual evidence.

\_\_\_\_\_\_\_\_\_\_ No second person pronouns have been used (“you” “your”) except for textual evidence.

\_\_\_\_\_\_\_\_\_\_ The introduction contains:

* Overview of assignment
* Summary of each article (including author and title)
* Thesis that answers essay’s question

\_\_\_\_\_\_\_\_\_\_ The conclusion contains:

* Restating the authors’ names and essay title
* Reflection: significance

\_\_\_\_\_\_\_\_\_\_ There are no instances of informal word choice (“Kids” instead of “children” “mom” instead of “mother”).

\_\_\_\_\_\_\_\_\_\_ There are no contractions in the formal essay (“don’t” instead of “do not”) except in the textual evidence.

\_\_\_\_\_\_\_\_\_\_ There are no coordinating conjunctions at the beginning of the sentence.

What do you think is the strength of this essay?

How have you changed your essay over the course of this assignment? How has this change improved your essay?

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Respond “Yes” or “No in each space below, indicating whether or not you have met this requirement:

\_\_\_\_\_\_\_\_\_\_ Your paper length is at least three typed pages (excluding works cited page).

\_\_\_\_\_\_\_\_\_\_ You have included a works cited page.

\_\_\_\_\_\_\_\_\_\_ You have six body paragraphs.

\_\_\_\_\_\_\_\_\_\_ Each body paragraph has one piece of textual evidence that has a signal phrase and a citation.

\_\_\_\_\_\_\_\_\_\_ Your body paragraphs alternate in the same order between one author and the next.

\_\_\_\_\_\_\_\_\_\_ The topic sentences for each body paragraphs all contain the topic, the author, and the main idea as well as a transitional word or phrase.

\_\_\_\_\_\_\_\_\_\_ The introduction contains:

* Overview of assignment
* Summary of each article (including author and title)
* Thesis that answers essay’s question

\_\_\_\_\_\_\_\_\_\_ The conclusion contains:

* Restating the authors’ names and essay title
* Reflection: significance

\_\_\_\_\_\_\_\_\_\_ There are no instances of informal word choice (“Kids” instead of “children” “mom” instead of “mother”).

\_\_\_\_\_\_\_\_\_\_ There are no contractions in the formal essay (“don’t” instead of “do not”) except in the textual evidence.

\_\_\_\_\_\_\_\_\_\_ There are no coordinating conjunctions at the beginning of the sentence.

\_\_\_\_\_\_\_\_\_\_ No first person pronouns have been used (“I” “we” “our” “my”) except for textual evidence.

\_\_\_\_\_\_\_\_\_\_ No second person pronouns have been used (“you” “your”) except for textual evidence.

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Respond “Yes” or “No in each space below, indicating whether or not you have met the requirement:

\_\_\_\_\_\_\_\_\_\_ Your paper length is at least three and a half typed pages (excluding works cited page).

\_\_\_\_\_\_\_\_\_\_ You have included a works cited page.

\_\_\_\_\_\_\_\_\_\_ You have cited in your paper:

* At least one of the *Patterns* articles: \_\_\_\_\_\_\_\_\_\_/2
* At least one of the *Opposing Viewpoints* articles: \_\_\_\_\_\_\_\_\_\_/2
* At least one of the *NPR* Podcasts: \_\_\_\_\_\_\_\_\_\_/2

\_\_\_\_\_\_\_\_\_\_ You have at least three body paragraphs of support.

\_\_\_\_\_\_\_\_\_\_ Each body paragraph has one piece of textual evidence that has a signal phrase and a citation.

\_\_\_\_\_\_\_\_\_\_ The topic sentences for each body paragraphs contain both the **topic** and the **main idea** as well as a **transitional word or phrase**.

\_\_\_\_\_\_\_\_\_\_ No first person pronouns have been used (“I” “we” “our” “my”) except for textual evidence.

\_\_\_\_\_\_\_\_\_\_ No second person pronouns have been used (“you” “your”) except for textual evidence.

\_\_\_\_\_\_\_\_\_\_ You have written an paragraph in which you refute the opposing argument:

* Your topic sentence acknowledges the “other side” but refutes it.
* You explain one point of the other side (possibly including textual evidence)
* Then you refute the opposing side with more convincing textual evidence to reaffirm your position

\_\_\_\_\_\_\_\_\_\_ The introduction contains:

* Background information on the issue
* Thesis that directly answers the essay’s question and includes the topics

\_\_\_\_\_\_\_\_\_\_ The conclusion contains:

* Restating the thesis
* Reflection: significance, recommendation, or prediction

\_\_\_\_\_\_\_\_\_\_ There are no instances of informal word choice (“Kids” instead of “children” “mom” instead of “mother”).

\_\_\_\_\_\_\_\_\_\_ There are no contractions in the formal essay (“don’t” instead of “do not”) except in the textual evidence.

\_\_\_\_\_\_\_\_\_\_ There are no coordinating conjunctions at the beginning of the sentence.

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ESSAY EVALUATION CHART

*Directions*: Write below the top mistakes made for each essay when it is returned; we will add to this list throughout the term. **Keep this paper** as a reference for what you will need to work on in your papers.

|  |  |  |  |
| --- | --- | --- | --- |
| **Essay** | **Content** | **Organization** | **Conventions** |
|  |  |  |  |
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**WEEK ONE**: Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Identifying Subjects and Verbs**

*Directions*: for each sentence below, label the subjects and the verbs. Also, identify any prepositional phrases.

1. Besides metals, many materials have been used for money.

2. In some parts of the world men have used fishhooks, whale teeth, and elephant tails for money.

3. Metal coins, of course, have always been popular as a medium of exchange.

4. Because of their size and weight, coins are not suitable for all purposes.

5. Paper money is one solution.

6. Without paper money our life would be quite different.

7. Paper money must be backed by a reliable source.

8. People must have faith in their government.

9. The Chinese printed the first paper money centuries ago.

10. Marco Polo in the Thirteenth Century found paper money already in use in China.

11. Since that time, governments have been printing paper money, sometimes with disastrous results.

12. In times of great difficulty, governments sometimes print too much paper money.

13. The value of the money then decreases.

14. In 1946, during the inflation, Hungary printed a paper note for 100,000,000,000,000,000,000 pengos.

15. Our own paper money is backed by the faith of the people of the United States.

16. Some facts about our money may interest you.

17. Paper money was once issued in the about of five cents.

18. The life of an average dollar bill is only six months.

19. A twenty-dollar bill lasts, on the average, thirty months.

20. Except for a handful of notes many years ago, the Treasury Seal has always appeared on American paper money.

**WEEK TWO** **Sentence Types**

**Part 1**: Directions: Indicate whether each sentence is simple, compound, or complex.

1. Sara began planning her summer vacation in December.

Simple Compound Complex

1. Because I left the play early, I missed the surprise ending.

Simple Compound Complex

1. Tanya was invited to a party, so she wants to buy a new outfit.

Simple Compound Complex

1. After Alison finished playing the video game, she shut down the computer.

Simple Compound Complex

1. Because of rain, the baseball game was postponed.

Simple Compound Complex

1. For Halloween, each of the children had dressed up as a different Disney character; however, not one of them had dressed up as Mickey Mouse.

Simple Compound Complex

1. Some of the books in the library will be given to charity.

Simple Compound Complex

1. After the hurricane, many of the offices needed new carpeting.

Simple Compound Complex

1. The meaning of this poem is difficult to understand.

Simple Compound Complex

1. Joe and his brother went fishing last weekend and caught lots of fish.

Simple Compound Complex

1. Duane doesn't think he passed the test, although he studied several hours last night.

Simple Compound Complex

1. The team had won the championship last year and was determined to win it again.

Simple Compound Complex

1. Since we bought our new wide-screen television, the prices have dropped dramatically.

Simple Compound Complex

1. My father and mother ate too much at our family reunion.

Simple Compound Complex

1. Fiona became interesting in long-distance running several years ago; in fact, she ran in the New York Marathon last year.

Simple Compound Complex

**Part 2:** Take the following simple sentences and combine them to make complex or compound, sentences.

1. Jacqueline was late for work. It made the boss angry. She told her she would dock her pay from now on.
2. I went dancing last night. I was mugged in the club's parking lot. When I got home I had no money to pay the baby-sitter.
3. There are a number of books about the Vietnam War. Many are historical accounts. Some are novels. One of the first books about Vietnam was a book of poetry written by men who'd been there.
4. My long range goal is to open my own business. I like the idea of not having to answer to anyone else. I hope eventually to just supervise and not have to do the hands-on work. I'd like to be the CEO.

**WEEK THREE Fragment Exercises**

**Directions:** Read each short passage that follows. Determine which part is the fragment and highlight that part (or parts). Then under the sentences, rewrite the fragment to make it a complete sentence. That may mean combining it with another sentence or adding in words or phrases to make it complete.

1. A While Cynthia dressed for her sister's wedding, Murphy, the golden retriever, ate the straps off the only shoes that matched Cynthia's pale blue dress. B Her replacement options were inappropriate. C Like rubber flip-flops, running shoes, fuzzy pink rabbit slippers, or brown leather pumps.
2. A When Will stepped out of the shower, he panicked. B Realizing that all of his underwear was still in the washing machine. C Damp jockey shorts were not a good way to start his day.
3. A Joey idolizes his older brother David. B Combing his hair in the style that David wears, drinking coffee black with five sugars, and giving teachers the same lame excuses for late homework. C As a consequence, everyone calls Joey “David” by mistake!
4. A While thunder boomed in the distance, Margaret started off on her daily five-mile run. B Confident that she had plenty of time before the storm arrived. C Wet hair and clothes plastered to her body proved that she couldn't outpace Mother Nature.
5. A Whenever Coach Moody sees behavior that she doesn't like—either on or off the court. B The members of the girls' basketball team pay during the next practice. C When Frankie was caught smooching her boyfriend Larry in the hallway, everyone had to run two extra miles that afternoon.
6. A Making his anxious students relax would have required very little effort. B Like a smile when he walked into class or a "Good job" written at the bottom of an essay. C Professor Marshall refused to do more than scowl and read from his yellowed lecture notes.
7. A Marcus has no consideration for the ecosystem rich with life in his backyard. B When he cuts the lawn, he slows for nothing. C As toads, lizards, and insects jump to the sanctuary of bushes to avoid the deadly mower blades.
8. A Each morning, Darren adds guava juice, raw egg, protein powder, raisins, and sardines to a blender. B After mixing these ingredients on high for a few seconds, he has breakfast. C A drink that will give him plenty of energy and shiny hair.

**WEEK FOUR Run-on Sentences**

Run-On Sentences: For the sentences below, identify whether they are run-on sentences by writing it in the blank; fused sentence, comma splices, or correct as is. Then, if needed, write the sentence correctly, trying out the different ways indicated to correct the errors..

1. \_\_\_\_\_\_\_\_\_\_The air conditioner is too loud, Cleo can't sleep.
2. \_\_\_\_\_\_\_\_\_\_Yesterday I bought a new backpack I could afford it because it was on sale.
3. \_\_\_\_\_\_\_\_\_\_I can't meet my new boss this week, I have too many other appointments.
4. \_\_\_\_\_\_\_\_\_\_I entered my friend's house. I realized that he had made a lot of home improvements.
5. \_\_\_\_\_\_\_\_\_\_John is always late for work nobody seems to care.
6. \_\_\_\_\_\_\_\_\_\_Hot summer weather is nice, it can be dangerous for various groups of people when certain temperatures get too high.
7. \_\_\_\_\_\_\_\_\_\_On the weekend Emily broke her ankle, she is in a great deal of pain.
8. \_\_\_\_\_\_\_\_\_\_Driving the car is fast and comfortable, riding the bicycle is better for one's health.
9. \_\_\_\_\_\_\_\_\_\_Most students attend a learning skills class then their grades and skills improve.
10. \_\_\_\_\_\_\_\_\_\_Jarod has an interview with a television company, I might become his assistant.
11. \_\_\_\_\_\_\_\_\_\_Classes start on August 28th this year, the last day of class before finals start is December 8th.
12. \_\_\_\_\_\_\_\_\_\_I have tried to qualify for Who Wants to Be a Millionaire seven times, but I can never answer the questions quickly enough.
13. \_\_\_\_\_\_\_\_\_\_Students sometimes complain about the food in Ames Cafeteria, however, there is always something to please most students.
14. \_\_\_\_\_\_\_\_\_\_Since Amanda has volleyball practice every day at 3:00, she can’t take late afternoon classes.
15. \_\_\_\_\_\_\_\_\_\_Jason wants to try out for the play in the fall, he acted a lot in high school, and several people have told him he is very talented.
16. \_\_\_\_\_\_\_\_\_\_Dr. Samarco will be teaching Media Ethics next semester, it’s definitely a class you should take if you are thinking of minoring in journalism.
17. \_\_\_\_\_\_\_\_\_\_Leonardo DiCaprio is one of my favorite actors, I have seen Romeo and Juliet eight times because of him!
18. \_\_\_\_\_\_\_\_\_\_Email is changing the way we communicate in the twentieth-century, and some experts predict that people will talk to each other even less in the future.

**WEEK FIVE** **Subject-Verb Agreement Exercises**

Choose the correct form of the verb that agrees with the subject.

1. Annie and her brothers (is, are) at school.

2. Either my mother or my father (is, are) coming to the meeting.

3. The dog or the cats (is, are) outside.

4. Either my shoes or your coat (is, are) always on the floor.

5. George and Tamara (doesn't, don't) want to see that movie.

6. Benito (doesn't, don't) know the answer.

7. One of my sisters (is, are) going on a trip to France.

8. The man with all the birds (live, lives) on my street.

9. The movie, including all the previews, (take, takes) about two hours to watch.

10. The players, as well as the captain, (want, wants) to win.

11. Either answer (is, are) acceptable.

12. Every one of those books (is, are) fiction.

13. Nobody (know, knows) the trouble I've seen.

14. (Is, Are) the news on at five or six?

15. Mathematics (is, are) John's favorite subject, while Civics (is, are) Andrea's favorite subject.

16. Eight dollars (is, are) the price of a movie these days.

17. (Is, Are) the tweezers in this drawer?

18. Your pants (is, are) at the cleaner's.

19. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!

20. The committee (debates, debate) these questions carefully.

21. The committee (leads, lead) very different lives in private.

22. The Prime Minister, together with his wife, (greets, greet) the press cordially.

23. All of the CDs, even the scratched one, (is, are) in this case.

**WEEK SIX Parallelism Practice**

Rewrite the following sentences, making the new sentences parallel.

1. Charles Lindbergh explored air routes, developed an experimental heart pump, and a champion of conservation.
2. When Nancy began her business, she faced mounting debts, impatient investors, and a number of employees were filled with doubt.
3. Daycare centers must provide children with safe playing areas, educational experiences, and meals that are nutritious.
4. All student workers must have parental permission, valid driver’s licenses, and be certified by the Red Cross.
5. Ireland offers visitors scenic vistas, quaint villages, and people who are charming.
6. Dedicated to solving tough crimes, the special unit will follow any lead, interview any potential witnesses, and the latest forensic technology will be used.
7. Athletes must not only develop speed and strength but leadership and show patience.
8. By the end of the game the team was both exhausted and lacking in spirit.
9. These days, fashion designers not only consider color and design but also cost and how long the garments will last.
10. This new plane is fast, fuel-efficient, and maintenance is easy.

For the sentences below, write a parallel list to complete the sentence.

Good parents must be willing to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

In a democracy, citizens must show \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Losing weight requires \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Average citizens can help the environment by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The benefits of exercise include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**WEEK SEVEN** Avoiding Clichés

**Part 1: Identifying Clichés** Directions: The following paragraph contains a number of clichés. As you read through the paragraph, highlight these tired, overworn phrases.

In this day and age, good teachers are few and far between. My deepest, darkest secret is my desire to be one of those teachers – one that is worth her weight in gold, who works her fingers to the bone, hand in hand with students to prepare them to meet the trials and tribulations of life. With an attitude like that, my first day of teaching was doomed to disappointment. I was walking on air as I arrived at my first class, until I realized I’d forgotten my key. A wave of optimism washed over me when I saw the classroom door open. I sauntered up to the door, when BANG, like a bolt from the blue, one of my new students – later proven rotten to the core – darted out and slammed the door right in my face. My anxiety was growing by leaps and bounds, when, as luck would have it, a custodian came by and unlocked the door for me. I could sense the undercurrent of excitement as I walked into the room and the mischievous student beat a hasty retreat to his seat. Anxious for my reaction, he breathed a sigh of relief when I decided not to make a tempest in a teapot about the incident. Cool as a cucumber, I posed the first discussion prompt, “The writing process is neither writing nor a process. Discuss.” In their youthful glee, all the students jumped on the bandwagon to discuss. Slowly but surely, the humiliating experience became water under the bridge as I continue the uphill battle to become all that I can be as an English teacher.

**Part 2: Eliminating Clichés** Directions: In the space below, rewrite the paragraph above to use fresh, effective words to eliminate all uses of the clichés. Be careful not to replace one with another cliché.

**WEEK EIGHT** **Verb Tense**

Exercise 1: Directions: First, go through and highlight all the verbs in the paragraph. Then, change verbs as necessary in the following selection so that they are consistently in the past tense. Cross out each incorrect verb and write the correct form above it. You will need to make ten corrections in all.

As a kid, I never really enjoyed the public swimming pool. First, there were all sorts of rules that prevent me from having much fun in the water. One was that children under the age of fourteen had to be accompanied by an adult. I didn’t like having to beg a parent or a neighbor to take me swimming every time I want to go. Another rule was that girls are not allowed in the water without bathing caps. The required bathing cap was so tight that it cause a heavy pressure mark on my forehead. Also, it often gives me a headache. Second, I wasn’t a very good swimmer then. Most of the time I find myself hanging on to the side of the pool. And whenever I attempted a graceful dive, I end up doing a belly flop. Finally, many of the kids tease me. Some of them liked splashing water into my face, which force me to swallow chlorine and a dead bug or two. Even worse was the boy who sneaks up behind me all summer long to dump ice cubes down the back of my swimsuit.

Exercise 2: Check the following sentences for confusing shifts in tense. If the tense of each underlined verb expresses the time relationship accurately, write S (satisfactory). If a shift in tense is not appropriate, write U (unsatisfactory) and make necessary changes. In most cases with an inappropriate shift, there is more than one way to correct the inconsistency.  
  
\_\_\_ 1. If the club limited its membership, it will have to raise its dues.  
\_\_\_ 2. While Barbara puts in her contact lenses, the telephone rang.  
\_\_\_ 3. Thousands of people will see the art exhibit by the time it closes.  
\_\_\_ 4. By the time negotiations began, many pessimists have expressed doubt about them.  
\_\_\_ 5. After Capt. James Cook visited Alaska on his third voyage, he is killed by Hawaiian islanders in 1779.  
\_\_\_ 6. I was terribly disappointed with my grade because I studied very hard.  
\_\_\_ 7. The moderator asks for questions as soon as the speaker has finished.  
\_\_\_ 8. Everyone hopes the plan would work.  
\_\_\_ 9. Harry wants to show his friends the photos he took last summer.  
\_\_\_ 10. Scientists predict that the sun will die in the distant future.  
\_\_\_ 11. The boy insisted that he has paid for the candy bars.  
\_\_\_ 12. The doctor suggested bed rest for the patient, who suffers from a bad cold.

Exercise 3: In the following passage from Alex Haley's Roots, some of the verbs have been deliberately omitted. Supply the appropriate tense for each missing verb. The plain form of each missing verb is given in parentheses.  
In Banjuh, the capital of Gambia, I met with a group of Gambians. They (tell) me how for centuries the history of Africa has been preserved. In the older villages of the back country, there are old men called griots, who (be) in effect living archives. Such men (memorize) and, on special occasions, (recite) the cumulative histories of clans or families or villages as those histories (have) long been told. Since my forefather (have) said his name was Kin-tay (properly spelled Kinte), and since the Kinte clan (be) known in Gambia, the group of Gambians would see what they could do to help me. I was back in New York when a registered letter (arrive) from Gambia.  
  
Word (have) been passed in the back country, and a griot of the Kinte clan (have) , indeed, been found. His name, the letter said, (be) Kebba Kanga Fofana. I (return) to Gambia and (organize) a safari to locate him.

**WEEK NINE** **Subordinating & Coordinating Conjunctions**

**PART 1: Coordinating Conjunctions** *Directions*: Complete the sentences by choosing the best coordinating conjunction for each space. Remember, coordinating conjunctions are: FANBOYS (for, and, nor, but, or, yet, so).

1. Jaewon was cold, \_\_\_\_ \_\_\_\_\_\_\_he put on a coat.

2. Maria tried to read a novel in French, \_\_\_\_\_ \_\_\_\_\_\_\_ it was too difficult.

3. To get from Vancouver to Victoria, you can fly, \_\_\_\_\_\_\_\_\_\_\_\_you can ride the ferry.

4. I bought a bottle of wine, \_\_\_\_\_\_\_\_\_\_\_\_ we drank it together.

5. The waiter was not very nice, \_\_\_\_\_\_\_\_\_\_\_\_ the food was delicious.

6. I went to buy a Rolling Stones CD, \_\_\_\_\_\_\_\_\_\_\_\_the shop didn't have it.

7. Anna needed some money, \_\_\_\_\_\_\_\_\_\_\_\_ she took a part-time job.

8. There's so much rain lately! Maybe it's because of El Nino, \_\_\_\_\_\_\_\_\_\_\_\_ maybe it's just coincidence.

9. Julie has a guitar, \_\_\_\_\_\_\_\_\_\_\_\_ she plays it really well.

10. The concert was cancelled, \_\_\_\_\_\_\_\_\_\_\_\_ we went to a nightclub instead.

**PART 2: Subordinating Conjunctions** *Directions*: Complete the sentences by choosing the best subordinating conjunction for each space. See your textbook for a list of subordinating conjunctions you can use.

11. \_\_\_\_ \_\_\_\_\_\_\_\_ my wife likes to travel abroad, I prefer to stay at home for my vacations.

12. Jerry passed the exam first time, \_\_\_\_\_ \_\_\_\_\_\_\_ I had to retake it three times.

13. \_\_\_\_\_\_\_\_\_\_\_\_ Mei Li doesn't speak English, she can't go to university in Canada.

14. Paula got the job, \_\_\_\_\_\_\_\_\_\_\_\_ she had no experience.

15. I will be late today, \_\_\_\_\_\_\_\_\_\_\_\_ my car has broken down.

16. \_\_\_\_\_\_\_\_\_\_\_\_ it was raining, I didn't get wet.

17. I don't drink coffee, \_\_\_\_\_\_\_\_\_\_\_\_ it makes me nervous.

18. Jun couldn't buy any Christmas presents, \_\_\_\_\_\_\_\_\_\_\_\_ he didn't have any money.

*Directions*: Rewrite the two sentences, combining them with a subordinating conjunction.

19. Surfing is fun. It can be dangerous.

20. Deer are cute. They eat all your flowers.

21. The boat could not move. There was no wind.

22. I took my umbrella. It was raining.

23. You should stay away from bears. They are dangerous.

24. Some apples are red. Others are green.

## This page intentionally left blankWEEKS 10-16 GRAMMAR PACKET

## Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_WEEK TEN Exercises for Eliminating Wordiness Directions: Revise these sentences to state their meaning in fewer words. Avoid passive voice, needless repetition, and wordy phrases and clauses. The first sentence has been done as an example.

1. There are many farmers in the area who are planning to attend the meeting which is scheduled for next Friday.

*Many area farmers plan to attend next Friday's meeting.*

2. Although Bradley Hall is regularly populated by students, close study of the building as a structure is seldom undertaken by them.

3. He dropped out of school on account of the fact that it was necessary for him to help support his family.

4. It is expected that the new schedule will be announced by the bus company within the next few days.

5. There are many ways in which a student who is interested in meeting foreign students may come to know one.

6. It is very unusual to find someone who has never told a deliberate lie on purpose.

7. Trouble is caused when people disobey rules that have been established for the safety of all.

8. A campus rally was attended by more than a thousand students. Five students were arrested by campus police for disorderly conduct, while several others are charged by campus administrators with organizing a public meeting without being issued a permit to do so.

9. The subjects that are considered most important by students are those that have been shown to be useful to them after graduation.

10. In the not too distant future, college freshmen must all become aware of the fact that there is a need for them to make contact with an academic adviser concerning the matter of a major.

11. In our company there are wide-open opportunities for professional growth with a company that enjoys an enviable record for stability in the dynamic atmosphere of aerospace technology.

12. Some people believe in capital punishment, while other people are against it; there are many opinions on this subject.

**Directions:** Combine each sentence group into one concise sentence.

1. The cliff dropped to reefs seventy-five feet below. The reefs below the steep cliff were barely visible through the fog.
2. Their car is gassed up. It is ready for the long drive. The drive will take all night.
3. Taylor brought some candy back from Europe. It wasn't shaped like American candy. The candy tasted kind of strange to him.

**WEEK 11: Dangling & Misplaced Modifiers**

**Part 1: Dangling or Misplaced Modifiers?** In the blank beside each sentence, tell whether it contains a Dangling Modifier (DM), a misplaced modifier (MM), or is correct as written (Correct).

\_\_\_\_\_\_\_ 1. Before buying a dishwasher, the dealer should give you a demonstration.

\_\_\_\_\_\_\_ 2. Entering the room, the typewriter was seen teetering on the edge of the table.

\_\_\_\_\_\_\_ 3. To become law, the governor must sign the bill by midnight.

\_\_\_\_\_\_\_ 4. Glancing up from his desk, Mr. Jones saw his secretary sneak out the door.

\_\_\_\_\_\_\_ 5. After climbing to the top of the tower, the whole city lay spread before us.

\_\_\_\_\_\_\_ 6. Singing at the top of her voice, the mirror broke.

\_\_\_\_\_\_\_ 7. This morning I asked Mrs. Harris to approve this twice.

\_\_\_\_\_\_\_ 8. Sitting on my back porch, we watch the birds dig for worms.

\_\_\_\_\_\_\_ 9. Our Christmas lights came on early on the porch, sparkling and glowing.

\_\_\_\_\_\_\_ 10. The bulletin board is on that wall with the special announcement.

**Part 2: Dangling Modifiers.** Rewrite the following sentences to repair any dangling modifiers in the space below.

1. Writing carefully, the essay was finished in time to hand in.

2. My flesh felt creepy after seeing a monster movie.

3. At the age of four, my grandmother taught me to knit.

4. To do well in college, good grades are essential.

5. Crowded in the car, the trip was uncomfortable.

**Part 3: Misplaced Modifiers.** Directions: Rewrite each sentence, moving the misplaced modifier.

1. No one can shoot anything on this property except the owner.

2. He sat very quietly, rolling his eyes in his chair.

3. The book was missing from the library that we needed to finish our research.

4. The robber was a tall man with a mustache weighing 160 pounds.

5. We watched the newscast with anxious eyes.

**WEEK TWELVE** **Exercise: Building Sentences.** Take these numerous separate sentences and combine into one.

1. The dishwasher was invented in 1889.  
   The dishwasher was invented by an Indiana housewife.  
   The first dishwasher was driven by a steam engine.
2. I took small sips from a can of Coke.  
   I was sitting on the ground in a shady corner.  
   I was sitting with my back against the wall.
3. I was sitting on the window ledge.  
   The ledge overlooked the narrow street.  
   I watched the children.  
   The children were frolicking in the first snow of the season.
4. The first edition of *Infant Care* was published by the U.S. Government.  
   The first edition of *Infant Care* was published in 1914.  
   The first edition of *Infant Care* recommended the use of peat moss for disposable diapers.
5. The house sat stately upon a hill.  
   The house was gray.  
   The house was weather-worn.  
   The house was surrounded by barren tobacco fields.
6. I washed the windows in a fever of fear.  
   I whipped the squeegee swiftly up and down the glass.  
   I feared that some member of the gang might see me.
7. Goldsmith smiled.  
   He bunched his cheeks like twin rolls of toilet paper.  
   His cheeks were fat.  
   The toilet paper was smooth.  
   The toilet paper was pink.
8. The roaches scurried in and out of the breadbox.  
   The roaches sang chanteys.  
   The roaches sang as they worked.  
   The roaches paused only to thumb their noses.  
   They thumbed their noses jeeringly.  
   They thumbed their noses in my direction.
9. The medieval peasant was distracted by war.  
   The medieval peasant was weakened by malnutrition.  
   The medieval peasant was exhausted by his struggle to earn a living.  
   The medieval peasant was an easy prey for the dreadful Black Death.

**WEEK THIRTEEN** **Passive and Active Verbs**

**Part 1: Identify whether the sentences below are active or passive verbs.**

\_\_\_\_\_\_\_\_\_\_\_1. Before the semester was over, the new nursing program had been approved by the Curriculum Committee and the Board of Trustees.

\_\_\_\_\_\_\_\_\_\_\_2. With five seconds left in the game, an illegal time-out was called by one of the players.

\_\_\_\_\_\_\_\_\_\_\_3. Later in the day, the employees were informed of their loss of benefits by the boss herself.

\_\_\_\_\_\_\_\_\_\_\_4. The major points of the lesson were quickly learned by the class, but they were also quickly forgotten by them.

\_\_\_\_\_\_\_\_\_\_\_5. For several years, Chauncey was raised by his elderly grandmother.

\_\_\_\_\_\_\_\_\_\_\_6. An unexpected tornado smashed several homes and uprooted trees in a suburb of Knoxville.

\_\_\_\_\_\_\_\_\_\_\_7. I was surprised by the teacher's lack of sympathy.

\_\_\_\_\_\_\_\_\_\_\_8. "The Yellow Wallpaper" was written by Charlotte Perkins Gilman.

\_\_\_\_\_\_\_\_\_\_\_9. Participants in the survey were asked about their changes in political affiliation.

\_\_\_\_\_\_\_\_\_\_\_10. Tall buildings and mountain roads were avoided by Raoul because he had such a fear of heights.

**Part 2: Directions: Change the sentences below to the passive voice.**

1. Children cannot open these bottles easily.
2. The government built a road right outside her front door.
3. Mr. Ross broke the antique vase as he walked through the store.
4. When she arrived, the changes amazed her.
5. The construction workers are making street repairs all month long.
6. The party will celebrate his retirement.
7. His professors were discussing his oral exam right in front of him.
8. My son ate all the homemade cookies.

**Part 3: Directions: Change the sentences below to the active voice**.

1. The statue is being visited by hundreds of tourists every year.
2. My books were stolen by someone yesterday.
3. These books had been left in the classroom by a careless student.
4. Coffee is raised in many parts of Hawaii by plantation workers.
5. The house had been broken into by someone while the owners were on vacation.
6. A woman was being carried downstairs by a very strong firefighter.
7. The streets around the fire had been blocked off by the police.
8. Have you seen the new movie that was directed by Ron Howard?

**WEEK FOURTEEN** Agreement with Indefinite Pronouns Exercises

**Directions:** In the space provided, fix the error in pronoun agreement, if there is one. If not, mark “C” for correct.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_1. Nobody knows that eating chocolate-broccoli muffins is a good way to provide **their** bodieswith

vitamin C.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_2. The troupe of knife jugglers shocked **their** audience when a butcher knife accidentally decapitated

the head of an old woman's poodle.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_3. Either the grill crew or the manager must give **their** permission for you to return that half-eaten

double cheeseburger.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_4. Both the computer monitor and the refrigerator door have **its** shiny surface smeared with dog snot

from our curious puppy Oreo.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_5. Which member of your track team makes **their** opponents resemble turtles trying to compete with

a hare?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_6. The catering committee for the Halloween dance received many compliments for **their** squid

eyeball stew.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_7. The new and improved laundry detergent restored Hector’s mud-stained pants to **its** original

condition.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_8. After feeding several quarters into the gumball machine, a person learns that **they have** little

chance of receiving the miniature camera in the display.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_9. Mrs. Carson, like every other American literature teacher, has **their** own interpretation of the

symbols in *Moby-Dick*.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_10. Every puppy and kitten will cry at night until **their** owner comes to carry it to bed.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_11. My grandmother, as well as too many other Americans, believes every word **they read** in the

*National Enquirer*.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_12. If anyone wishes to try one of Louise's famous fudge-stuffed mushrooms, **they** had better hurry

before the guests devour all of these delicious treats.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_13. Each of these computers has **their** own technical glitch that can frustrate the user.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_14. If Tito’s Taco Palace continues to increase **their** prices, Samantha won't be able to afford the

cheapest lunch burrito.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 15. Tito’s Taco Palace stuffs **their** tortillas with many unusual items; for example, you can order

peanut butter and octopus burritos or tarantula and mango tacos.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_16. Every neighbor on my street looked up in surprise as the giant spaceship descended from the sky

and hovered above **their heads**.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 17. Someone in the apartment needs to remember to buy shampoo unless everyone wants to wash

**their** hair tomorrow morning with dish soap.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 18. Neither Floyd the dog nor Madison’s three cats enjoy sleeping on the hard, cold floor when **he**

can jump onto the soft, warm bed as soon as she leaves for work.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 19. These two young men will not pass the final exam in Fundamentals of Biology because **he has**

spent the semester flirting with the pretty Josephine instead of listening to Dr. Shuman.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20. Not only the crickets but also a frog chirped outside David's window for so long last night that

**they** kept the poor boy from getting any rest before his important pronoun agreement quiz.

**WEEK FIFTEEN** **Using commas in a series**

In each of the following sentences, insert commas where they are needed to separate the items in a series. Edit the sentence in the box provided.

1. In the United States, the twentieth century has seen interesting trends great technological advances and important events.

2. For instance, when Americans contemplate the 1990s, we might think about hip-hop, the Internet and the Gulf War.

3. When we contemplate the 1980s, we might think of the Me Generation personal computers and the end of the Evil Empire.

4. The 1970s prompt many of us to remember wearing bell-bottom jeans cooking our first microwave meal and watching the Watergate hearings.

5. Even those of us who didn't live through the 1960s may imagine students protesting the Vietnam War, civil rights activists marching on Washington and hippies wearing long hair and beads.

6. Hula hoops drive-ins bomb shelters and the Cold War remind many of us of the 1950s.

7. Looking at pictures of Betty Grable listening to swing music and watching Casablanca brings to mind the 1940s.

8. The early decades of the twentieth century are evoked by images of suffragettes flappers World War I Prohibition and the Depression.

9. Many historians have noted that we must acknowledge who we are, what we've done and where we've been if we wish to avoid repeating the problems of the past.

10. By looking into the past, at the present and to the future, we are better prepared to live our daily lives.

**Next step: write five sentences of your own below with commas in a series like the sentences above.**

**WEEK SIXTEEN** **Verbs: Present, past, and tense shifting**

Each of the following items ends with the dictionary form of a verb in parentheses. In the space provided, write the form of the verb that correctly fills the blank.

1. When Larry performs a magic trick, he always \_\_\_\_ complete silence. (demand)

2. The thing I remember most clearly about my grandmother is how she always \_\_\_\_ like lavender soap. (smell)

3. Last year, Maria \_\_\_\_ how to drive a car for the first time. (learn)

4. Chase always gets a runny nose when he \_\_\_\_ hot peppers. (eat)

5. Lindsay wants to visit the bedroom where Abraham Lincoln \_\_\_\_. (sleep)

6. Ten years ago, my mother taught me how to make peach pie, which \_\_\_\_ still my favorite dessert. (be)

7. You don't have to complete an admissions form now because you \_\_\_\_ one last semester. (complete)

8. When my Aunt Camille bakes a cake, she \_\_\_\_ at least five eggs. (use)

9. The shoes felt fine when I bought them last year. Now they \_\_\_\_ my feet. (hurt)

10. Tanya completed the race in under five minutes, which \_\_\_\_ her best time yet. (be)

**Avoiding illogical shifts in person**

Edit the sentences below to remove any illogical shifts in person. Be sure to change the verb if necessary to match the subject.

1. My friend Sara works at a local historic house where you can take tours.

2. Sara tells you terrible stories about her boss.

3. The boss yells whenever you alter a single word of the speech that the visitors hear.

4. Sara has won prizes at some of the public-speaking contests you can enter at school.

5. She tries occasionally to give the visitors information that you don't ordinarily hear about the house.

6. However, the boss is only happy when you recite the memorized speech word for word.

7. Recently, Sara was giving a tour to a group, and you could see that the mayor was one of the visitors.

8. She told the group some things that you learn by working at the house—things that are not part of the speech.

9. Her boss overheard, and you thought he was going to explode.