

WCCCD ENG. 114.607 Career and Technical Writing I CRN 20774

Tues. & Thurs. 12:30 pm-1:55 pm

Winter 2010

English 114.607 – Career and Technical Writing I

CRN 20774 - 3 Credit Hours

Northwest Campus

Tues. & Thurs. 12:30 PM – 1:55 PM

Instructor: Valerie Constance
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Office Hours: After class and by appointment only

Texts: Langan, John, and Paul Langan. Sentence Skills with Readings, Fourth Edition, The McGraw Hill Companies, New York: 2005. ISBN # 978-0-07-353326-1.

This text is a workbook, which means writing in it makes your homework faster and easier; but you cannot expect to sell it back if you write in it. This is the only required text and you are expected to purchase it at the beginning of the semester. If your financial aid is not available to purchase this text, you have two options: go to the library and complete the homework using the book on reserve (which must be used in the library) and write out all of the homework on a separate sheet of paper, or drop the class. Falling a month behind in homework because of financial aid is unacceptable.

Access to a Dictionary

Access to a Thesaurus

Supplies:

A working email address and access to a computer with Internet Access are absolutely required for this class. No Exceptions.

1 Pocket folder with paper fasteners and lined paper for use as a journal

Loose-leaf paper for assignments to be turned in and for use in your journal

1 Spiral Notebook with perforation edges for neatly removing pages

Tabbed Dividers to section off your Journal into parts including spelling words, homework, class work or group work, and tests.

Scantron Sheets for test taking (don't bend or mangle)

Pens or pencils, assorted colors, highlighter

Stapler and assorted strength paper clips including small bull clips

Whiteout

Prerequisite: None **Co requisites:** None

Course Description:

This course is designed to assist students in basic writing skills. The student will learn to recognize and produce units of clear writing, beginning with simple, compound and complex sentences. Through the use of reading selections, the student will learn to

identify and formulate topic sentences and organize groups of sentences into a larger unit of meaning, the paragraph. At the same time attention is given to the mechanics of sentence formation, grammar, spelling and vocabulary.

Expected Outcomes:

Upon completion of English 114, student will be able to:

- Learn to write concise, mechanically correct sentences
- Identify and use correct parts of speech; nouns, verbs, pronouns, adjectives, adverbs, prepositions
- Skillfully use the dictionary and thesaurus
- Show mastery in tests for skills mentioned
- Show mastery of these skills in reading and writing from in the student's text and enrichment materials
- Write complete sentences
- Identify topic sentences, main ideas, supporting details, specific evidence, and concluding summary in a paragraph
- Write a variety of organized, coherent and grammatically correct paragraphs
- Understand and apply the principles of introduction, body, and conclusion
- Prewrite and edit written work
- Apply critical thinking skills to selected reading selections
- Proofread paragraphs and essays
- Demonstrate critical thinking strategies

Journals:

Your journal is a pocket portfolio filled with loose-leaf lined paper for you to collect all of your work in this class over the semester and to be turned in and evaluated at the end of the class. I prefer this to a notebook because notebooks get heavy when collected. Also when you tear out a sheet there is less mess than in spiral notebooks. If you use a spiral notebook to provide you with paper, be sure it has a perforated edge so that you can easily tear out pages without creating the ragged, messy spiral shreds of paper that litter the classroom. Your journal should have tabbed dividers to organize you. These dividers should say: Class Work, Home Work, Tests, and Paragraphs. You should also have loose-leaf paper for writing, class work, homework, paragraphs, tests, and other purposes. You must keep all of your work in this class. I do my best to keep an accurate record of your assignments, but in the end, the only proof of my having made an administrative error is your record. I will check your journal at the end of the semester.

Class Work:

Class work and your participation in it is a very important part of your grade. I will assume you have done the reading and homework prior to class. I will put you into groups to collaborate on Review and Mastery Tests, breaking down the readings in various ways, and for your peers to help you revise your paragraphs. Early in the semester the group work will involve questions from the text, but gradually I will introduce Active Reading Skills and text annotating strategies that will become more challenging as time goes on. Group dynamics will be used—each group will have a leader, timekeeper, and taskmaster. Groups will work together to break down their

portion of the text and analyze it according to the stated criteria for that day. When I ask groups to report out on their subject, be aware that I might ask anyone in the group to report out (even shy ones) so as to prevent the same people from getting stuck doing the reporting out all of the time. Groups will write the names of everyone in their group on the top of the paper with their answers on it and turn it in at the end of class. This class work is an accountability piece to assure that you come to every class and participate; therefore I do not allow class work to be made up.

Homework Policy:

Homework plays a very important role in developing learning skills, as well as teaching you organizational skills. You must do all of the homework in this class, and a Student Homework Record Sheet with your **Homework Due Dates** is attached for your record-keeping convenience. You may work ahead on homework as time permits. In addition, I will have my own copy of this Student Homework Record Form to use when I ask you in class if you have done your reading and homework and ask to see it to verify its completion. Late or missing work will negatively affect your grade. Homework is not graded; you will receive credit for doing it with a date and my initials in my Student Homework Record Homework and it must be turned in on time and in a presentable manner including, your name, course name and CRN number, Days your class meets, and the assignment clearly written out so I can give you credit. I will not hunt down assignments for you. If you do not show me what the assignment is, you will not get credit. Your assignment should be written in ink clearly and legibly or typed.

Tests:

You must have a text to take the tests in this course, because I use the Mastery Tests in the back of the text. If you do not have the money to buy a text, there will be a copy of the text in the library that you may use in the library to complete homework. To take a test; however, you must copy the test from the library's text book and come prepared to take the test in class. I will not allow you to share texts for tests. You may only make-up tests if you told me in advance that you will not be able to make the class and why. In other words, you must ask permission and arrange for the make-up yourself.

Spelling Quizzes:

The textbook has a list of basic spelling words that you will be expected to know. If you get a perfect score on the first spelling quiz, you will be moved up to a more difficult words spelling list, which is included in this syllabus. With two spelling groups, obviously I will need a student volunteer to give the higher level test while I administer the lower level test simultaneously. This leadership role will reap big dividends to you as I consider your participation grade, not to mention how it will help you better remember how to spell those words yourself. You may make-up missing spelling quizzes providing you let me know in advance by e-mail that you will have to miss class and why. I will give five spelling tests (20 words at a time) weekly. These quizzes are worth 10% of your grade.

Writing Paragraphs:

Research says the way to get the best writing out of students is to let them write about topics they know best; for beginning writers this means writing about their personal experiences. If you have a problem selecting appropriate personal experiences to share with the class in your paragraphs, or refuse to write about anything personal—I suggest you drop this class. For those of you who know you can find something safe to write about and that can be shared, here are more instructions.

You will be given a number of writing prompts through out the semester in which to practice writing 5 paragraphs, which will be revised by you at least three times. Please properly label all writing assignments by the number and author of the reading in order to receive proper credit. Final paragraphs must be typed. You will share your first draft with your peers in class, because this is how you will learn to be a critical reader of other peoples' writing, which will also help you with your own. Your peers will read your paragraph from the perspective of a reader—not necessarily as an expert in writing. Your peers will advise you holistically about ways you could improve the content, and they will challenge themselves to find grammar, punctuation, and editing mistakes as well. (We all have varying skills in this area.) Presumably, all of the drill and practice in grammar and punctuation will help to inform you in this area. You will turn in your second draft (intermediate draft) for a grade from me. I will also offer suggestions for improvements. Since this is a writing course, this is the most important piece to my grading. If you have submitted your paragraph on time, you are allowed to revise your paragraphs until you obtain the grade that you want. If you settle for a “B” on these paragraphs, don’t be surprised if your course grade is a “B.” If your paragraph is late, you will have to take the grade you get.

Writing Evaluation Rubric:

Essential Features	Poor/Uneven	Basic but uninteresting - Fulfills assignment	Interesting & Engaging with Few Errors	Competent & Mature Style, Elegant
Title	No title	Title doesn't match paragraph	Good Working Title	Evocative, interesting title
Thesis – Main point	No Thesis or Main Point	Thesis too Narrow or Too Broad	Thesis sufficiently focused	Interesting and Evocative Thesis that is focused
Quality of Content	Content forged, made up, or fails to appeal to audience of students and	Content believable, appeals to audience of students, and	Content authentic and convincing, appeals to audience of	Content authentic and highly significant - rich with

	voiceless (doesn't sound like student)	sounds like student writer	students and sounds like writer	engaging strategies such as dialogue, figurative language, and reflection and appeals to audience of student readers
Support for main point	No support for main point	Only one general example, as support for main point	More than one example written in detail as support for main point	More than one illustrative example written in detail as support for main point.
Organization	No Organization strategies used. Confusing.	Basic organization – listing order – No Transitions	Uses first, second, third, time order method but lacks transitions.	Uses a variety of organization methods with transitions correctly
Grammar, Punctuation, & Spelling	Illegible, incomprehensible, error riddled	Some errors but understandable	Few errors	Error free, this has been revised to perfection
Grade	D	C	B	A

Evaluation Methods:

The following grading rubric will be followed:

Homework - (Legible, complete and on time)	20%
Paragraphs - (Legible, answers prompt, peer reviewed, revised)	20%
Class Work/Class Participation - (See Rubric Below)	20%
Review Tests – (Mastery Tests based on homework assignments)	20%
Spelling Quizzes – (Shows improvement)	10%
Journal Check - (Organized and complete)	10%
Total	100%

Evaluation Rubric:

Class Participation

	Never - 0	Sometimes- 12%	Frequently- 20%	Always- 40%
Prepared and collaborates	0	3%	5%	10%
Takes Leadership Roles	0	3%	5%	10%
Grows in analysis ability	0	3%	5%	10%
Asks Questions Shows interest	0	3%	5%	10%

ASSESSMENT METHODS:

Grading Scale:

90%-100% = A
 80%-89.9%= B
 70%-79.9%= C
 60%-69.9%= D
 <60% = E

Class Decorum:

All students have the right to a classroom atmosphere conducive to learning. Any behavior in the classroom that disturbs other students' learning will not be tolerated, and the offending student will be required to leave the classroom. Students are expected to behave with courtesy toward their fellow students and their instructor at all times. This includes the following behaviors:

- Students are expected to come to class prepared with texts, writing utensils, and paper. It is rude to expect your classmates to provide you with your basic supplies.
- Students are expected to be on time for class and stay until the end of each class. Do not take unauthorized breaks except for a dire emergency. Students are expected to return from breaks on time.

- At the beginning and conclusion of class, and during authorized breaks, students are expected to enter and leave the classroom in a manner that DOES NOT DISTURB others.
- Students are expected to wait their turn to speak in the classroom and not talk at the same time as someone else.
- No profanity will be tolerated. You will be asked to leave and it will count as an absence.
- No smoking cigarettes in class.
- No eating in class. It is rude to eat in front of others. You may have a bottled water or beverage as long as it has a cover.
- Students should keep their questions and comments on topic. Other course related questions that do not involve other students should be asked of the instructor privately, before or after class.
- Students will turn off their cell phones, pagers, and other electronic devices during class time. Electronic equipment should be put away off the table and out of sight. If I see it, I will take it for the duration of the class, and it will be your responsibility to remember to ask for it back.
- Children or other visitors are not allowed to visit the class.
- Students will treat their classmates with respect in class. Racism, sexism, ethnic or religious prejudice will not be tolerated. The offending student will be required to drop the class.

Attendance/Tardiness Policy:

Attendance is required every day, and being late repeatedly can easily turn into an absence. Late is defined as arriving more than 10 minutes after the official time the class is scheduled to begin. In addition, if you arrive late without informing me in advance or leave early without telling me, I will remove you from my attendance roles by marking you absent for that day. I won't tell you I marked you absent since you didn't bother to tell me you had to leave early. Students absent more than 3 times risk having their grade lowered one grade level; A – more than 3 absences becomes a B, B – more than 3 absences becomes a C, C – more than 3 absences becomes a D. Attendance is so important that I recommend the student keep track of his/her own absences and then compare it to my record from time to time to be sure that he/she is not over limit and at risk of having his/her grade lowered.

For funerals, court dates, hospitalizations, and other extenuating circumstances you must contact me in advance by e-mail and request permission. If you find you must be absent last minute due to an emergency, it is your responsibility to obtain all the

information missed. A class roster with phone and email addresses will be given to you for this purpose.

Class withdrawals must be completed under college guidelines. It is the policy of the college that the responsibility for dropping a class belongs to the student. Students may drop the class until the 8th week of the semester without an instructor signature. From the 9th to the 12th week, the student must obtain their instructor's signature on the add/drop form.

Academic Honesty:

The expectations at WCCCD are that principles of truth and honesty will be practiced in all academic matters. Therefore, the college regards acts of academic dishonesty, including such activities as plagiarism or cheating as very serious offenses. In the event that cheating, including being caught allowing another student to copy your work, you will receive an "E" grade for the course.

Incomplete or Withdrawal:

NO INCOMPLETES. Do not ask for an incomplete grade unless you are passing the course and have already completed 80% of the course assignments and have a dire emergency at the end of the semester. This is official college policy. If you decide to not complete the course or stop attending the class you must officially withdraw from the class. If you stop attending the class without processing a withdrawal form, depending on when you leave, either you will receive an "E" grade, which will be a part of your permanent record on your transcript, or you will be entered in the system as a walk away, which may jeopardize your financial aid.

TENTATIVE SCHEDULE OF READINGS, HOMEWORK, TESTS, AND PARAGRAPH DUE DATES:

This schedule may change during the course of the semester based on how class is going. For instance, sometimes I change the due dates of assignments. I'll announce changes to my syllabus when I do make changes, and if necessary, I will hand out a revised syllabus to minimize confusion. You are also responsible for any changes I make as well.

01/19/10 In Class: Get acquainted – ice breaker activity. Go over syllabus and give course over view.

Hmwk: Purchase Texts.

01/21/10 In Class: Writing sample. Introduction to writing process. Prewriting strategies.

Hmwk: Purchase Texts. Read Chap. 3 The Writing Process p43 – 65.

01/26/10 In Class: Go over Chap. 3, The Writing Process p43-65. Introduction to group work. Create groups. Select one of the writing assignments between p61 – 65 and allow each group member to discuss their choice and to explain some of the information that they are considering including. Group members should ask questions, and add their own observations and opinions in order to get the group member to think more about

the topic. Everyone should take notes about his/her own ideas and the ideas of others they think they might consider. Then using information you obtained from your discussion, use one of the prewriting skills you have learned and prewrite on the topic.

Hmwk: Write your first draft of your first required paragraph from Writing Assignments 4-10 on pgs 61-65 following the steps explained in Acts. 1 & 2 p 57, Acts. 3,4,5, and 6 p.58. Bring your paragraph to class to go through a **Peer Response Workshop on your paragraph**. Bring a copy of your paragraph for each of your peers. A peer response form for paragraphs will be provided to you.

01/28/10 In Class: Introduction to peer response workshops. **Peer response workshop on first paragraph.** Each group member gives a peer response form to the writer. The peer response form is designed to help the writer understand what his/her audience got out of the writing, so that the writer is better able to revise the rough into an intermediate draft.

Hmwk: Revise rough draft into an intermediate draft of your paragraph. Turn in Paragraphs with your 3 peer response worksheets and one “Struggles of the Writer”—a paragraph written to me in which you tell me what writing this was like for you. Intermediate draft of first required paragraph is due at the beginning of next class.

02/02/10 In Class: Intermediate draft of your first paragraph due at the beginning of the class. Place your intermediate draft on top, next comes your rough draft, next comes your peer response forms, and last, place your Struggles of the Writer—a brief message to me (paragraph long explanation of what writing this was like for you.) Introduction to reading and writing as reciprocal events and active reading. Introduction to Reader Response Theory. Read teacher provided reading and reflect in writing. Turn in for credit.

Hmwk: Purchase Texts. Read Chap. 1 Learning Sentence Skills pgs. 4-10, Answer questions under “How this Book is Organized.” Read Chap. 20 p288-289 Guidelines for Preparing a Paper.

02/04/10 In Class: Introduction to the importance of tapping prior-knowledge and experience in reading and writing. Return student reflection on reading. Share and discuss in groups your reflections. Report out of groups on your discussion. Go over Chap. 1 Learning Sentence Skills pgs. 4-10, Go over questions under “How this Book is Organized.” Evaluate and discuss as a class the sentences inside the box on pages 4 & 5. Go over Guidelines for preparing a Paper on p289. Turn to Appendix B- Parts of Speech on pg.620-632 and review the chapter.

Hmwk: Read Chap 28 Dictionary Use p382-391. Do Review test on p390-391.

02/09/10 In Class: Take Sentence Skills Diagnostic Test on p652. Scantron and pencils needed. Go over Chap. 28 Dictionary Use p382-391 and Review Test on p390-391.

Hmwk: Read Chap. 2, A Brief Guide to Effective Writing, pgs. 11-42, Do Act. 1 p15, Act. 2 and Act.3 p17, Act. 4 p19, and Act. 6 p21.

02/11/10 In Class: Go over Sentence Skills Diagnostic test from p652. Discuss Chap. 2, A Brief Guide to Effective Writing, pgs. 11-42. Go over Act. 1 p15, Act. 2 and Act.3 p17, Act. 4 p19, and Act. 6 p21. Groupwork on Acts. 11 p.32, 14 p34-35, Act. 15 p39-40 and Act 16 p41 and Act. 17 p42. Check in homework. Report out of groups.

Hmwk: Read Chap. 29 Spelling improvement p394-404. Do Practice 1 p397 and Practice 2 p398, and Review Test on p402. Learn first 20 words on Word List pg. 399. Read Chap. 31 Commonly Confused Words p.412-434 and do all activities.

02/16/10 In Class: Spelling Quiz on first 20 words in Basic Word List pg 354. Go over Chap. 29 Spelling Improvement p394-404. Groupwork on Chap. 31 Commonly Confused Words p412-434 using review tests and Mastery Tests. Check in homework. Report out of groups.

Hmwk: Learn **21 – 40** Words from **Basic** Word List p399 or words **1-20** on **Advanced** word list attached to this syllabus. Read Part 4, Introduction to Readings p522-529. Read “A Change of Attitude” by Grant Berry p535-540. Do Reading Comprehension Questions on p540-541. Select from one of the writing assignment on pgs 543-545 and write a first draft of your second paragraph.

02/18/10 In Class: Spelling Quiz on 21 – 40 on Basic Word List p 399 or 1-20 on advanced word list. **Peer response workshop on second paragraph.** Each group member gives a peer response form to the writer. The peer response form is designed to help the writer understand what his/her audience got out of the writing, so that the writer is better able to revise the rough into an intermediate draft.

Hmwk: Learn **41 – 60** words on **Basic** Word List p399 or **21-40** on **Advanced** word list. Revise your paragraph. Read Chap. 32 Effective Word Choice pgs 440-447. Do Practice 1 p442, Practice 2 p443, Practice 3 p. 444, Practice 4 p.445, and Practice 5 p447.

02/23/10 In Class: Spelling Quiz on 41 – 60 words on Basic Word List p399 or 21-40 on advanced word list. **Second Paragraphs based on Berry Due.** Turn in Paragraphs with your 3 peer response worksheets and one “Struggles of the Writer”—a paragraph written to me in which you tell me what writing this was like for you. Go over Part 4, Introduction to Readings p522-529. Groupwork on “A Change of Attitude” by Grant Berry. Check-in homework. Report out of groups. Go over answers to Reading Comprehension questions. Go over Chap. 32 Effective Word Choice pgs 440-447. Do Practice 1 p442, Practice 2 p443, Practice 3 p. 444, Practice 4 p.445, and Practice 5 p447.

Hmwk: Learn **61 – 80** on **Basic** Word List pg 399 or **41-60** on **Advanced** word list. Read Part 2 Sentence Skills, Chap. 4 Subjects and Verbs p 68-76. Do Practice 1 p70, Practice 2 p.71, Practice 3 p72, Practice 4 p73-74, Practice 5 & 6 p75-76.

02/25/10 In Class: Spelling Quiz on 61 – 80 words on Basic Word List p399 or 41 -60 on Advanced word list. Go over Chap. 4 Subjects and Verbs p. 68-76 and Practices 1-6 p 70-76. Groupwork on Review Tests and Mastery Tests. Check in homework. Report out of groups.

Hmwk: Learn **81 – 100** on **Basic** Word List p399 or **51-60** on **Advanced** list. Read Chap. 5 Fragments p82-94 do Practice 1 p86, Practice 2 p87, Practice 3 p89, Practice 4 p90, Practice 5 p.92, Practice 6 p. 92-93 and practice 7 p. 94.

03/02/10 In Class: Final Spelling Quiz on 81 – 100 on Basic Word List pg. 399-400 or 61-80 on Advanced list. Go over Fragments p. 82-94. Groupwork on Review and Mastery tests p98-105. Check in homework. Report out of group.

Hmwk: No more spelling tests. Read Chap. 6, Run-ons p106-118. Do Practice 1 p109, Practice 2 p110, Practice 3 p111, Practice 4 p 112, Practice 5 p113, Practice 6 p. 114, and Practices 7 & 8 p115, Practice 9 p116, and Practice 10 p117-118.

03/04/10 In Class: Go over Chap. 6 Run-ons p106-118. Groupwork on Review and Mastery tests p.98-105. Check-in homework. Report out of groups.

Hmwk: Read Chap. 7 Sentence Variety p127-139. Do Practice 1 p128, Practice 2 p129, Practice 3 p130, Practice 4 p131, Practice 5 p132, Practice 6 p133, Practice 7 p134-135, Practice 8 p135, and Practice 10 p136-139.

03/09/10 In Class: Go over Chap. 7 Sentence Variety p127-139. Groupwork on Review and Mastery Tests p139-144. Check-in homework. Report out of groups.

Hmwk: Read Chap. 8 Standard English Verbs p 145-153, do Practice 1 p147, Practice 2 & 3 p148, Practice 4 p149, Practice 5 & 6 p 152, and practice 7 p 153; and Chap. 9 Irregular Verbs p159-168, do Practice 1 p 162-163, Practice 2 p 163-165, Practice 3 p166, Practice 4 p. 167 and Practice 5 p 168.

03/11/10 In Class: Go over Chap. 8 p145-153 & 9 p159-168. Groupwork on Review Tests and Mastery Tests p 168-173. Check-in homework. Report out of groups. Go over Chap 9 Irregular Verbs p159-168. Groupwork on Review Tests and Mastery Tests. Check-in homework. Report out of groups.

Hmwk: Read Chap. 10 Subject-Verb Agreement p176-180, do Practice 1 p176, Practice 2 p 177, Practice 3 p178, Practice 4 & 5 p179, and Read Chap 11 Consistent Verb Tense p189-191, Do Practice 1 p190, and Read Chap. 12 Additional Information about Verbs p196-202. Do Practice 1 p198-199, Practice 2 p200, and Practice 3 p202.

03/16/10 In Class: Go over Chap 10 Subject-Verb Agreement p176-180, Chap. 11 Consistent Verb Tense p189-191, and Chap. 12 Additional Information about Verbs p196-202. Groupwork on Review and Mastery Tests. Check-in homework. Report out of groups.

Hmwk: Read “Do it Better!” by Ben Carson, M.D. with Cecil Murphey p546-552. Do Reading Comprehension Questions 1-10 on p552-554. Select one from the writing assignments on p555-557 and write a first draft of your third paragraph.

03/18/10 In Class: Peer Response Workshop on your third paragraph.

Hmwk: Revise your paragraph. Turn in Paragraphs with your 3 peer response worksheets and one “Struggles of the Writer”—a paragraph written to me in which you tell me what writing this was like for you.

03/23/10 In Class: Third Paragraph on Carson due. Groupwork on “Do it Better!” by Ben Carson. Check-in homework. Report out of groups. Go over Reading Comprehension answers.

Hmwk: Read Chap. 13 Pronoun Reference and Point of View p206-214. Do Practice 1 p208-209, Practice 2 p210, Practice 3 p212 and Practice 4 p214, and read Chap. 14 Pronoun Types p221-232 and do Practice 1 p224, Practice 2 p225, Practice 3 & 4 p227-228, Practice 5 p228-229, Practice 6 p230, Practice 7 p231 and Practice 8 p232.

03/25/10 In Class: Go over Chap. 13 Pronoun Reference and Point of View p206-214 and Chap. 14 Pronoun Types p221-232. Groupwork on Review and Mastery Tests. Check-in homework. Report out of groups.

Hmwk: Read “Lost Years, Found Dreams” Regina Ruiz Pgs 558-562. Do Reading Comprehension Questions 1 -10 on pgs 562-563. Select one from the Writing Assignments on p564-566 and write a first draft of your fourth paragraph.

03/30/10 In Class: Peer Response Workshop on your fourth paragraph.

Hmwk: Revise your paragraph. Turn in Paragraphs with your 3 peer response worksheets and one “Struggles of the Writer”—a paragraph written to me in which you tell me what writing this was like for you.

04/01/10 In Class: Your fourth Paragraph on Ruiz is due. Groupwork on “Lost Years, Found Dreams” Regina Ruiz pgs 575-579. Check-in homework. Report out of groups. Go over Reading Comprehension Questions 1-10 on pgs 579-580

Hmwk: Read Chap. 15 Adjectives and Adverbs p236-241. Do Practice 1 & 2 p239, Practice 3 p240-241, Practice 4 p241. Read Chap.16 Misplaced Modifiers p246-249, Do Practice 1 p247, Practice 2 p248-249, and Chap. 17 Dangling Modifiers p254-257, Do Practice 1 p256 and Practice 2 p257.

04/02/10 – 04/10/10 No Classes Spring Break

04/13/10 In Class: Go over Chap 15 Adjectives and Adverbs p236-241, Chap. 16 Misplaced Modifiers p246-249, and Chap.17 Dangling Modifiers p254-257. Groupwork on Review and Mastery Tests. Check-in homework. Report out of groups.

Hmwk: Read “Responsibility” by M. Scott Peck p584-586. Do Reading Comprehension Questions 1-10 on p586-587. Choose one from writing Assignments p588-589 and write a first draft of your fifth paragraph.

04/15/10 In Class: Peer Response Workshop on Fifth Paragraph.

Hmwk: Revise your paragraph. Turn in Paragraphs with your 3 peer response worksheets and one “Struggles of the Writer”—a paragraph written to me in which you tell me what writing this was like for you.

04/20/10 In Class: Fifth Paragraph on Peck due. Groupwork on “Responsibility” by M Scott Peck p584-586. Report out of Groups. Go over Reading Comprehension questions 1-10 On p586-587.

Hmwk: Read Chap. 18 Faulty Parallelism p 262-265. Do Practice 1 p264 and Practice 2 p265.

04/22/10 In Class: Go over Chap. 18 Faulty Parallelism. Groupwork on Review and Mastery Tests p267-269. Check-in homework. Report out of groups

Hmwk: Read Chap. 19 Sentence Variety II p272-283, Do Practice 1 p272, Practice 2 p273, Practice 3 p274, Practice 4 p274-275, Practice 5 p275-276, Practice 7 p277, and Practice 9 p278-279, Practice 11 p280-281, Practice 13 p281-282.

04/27/10 In Class: Go over Chap. 19 Sentence Variety II p272-283 and all practices. Groupwork on Review and Mastery Tests. Check-in homework. Report out of groups.

Hmwk: Revise your five paragraphs. Last chance to revise for higher grade.

04/29/10 In Class: Last chance to turn in all revised paragraphs. Practice Mastery Tests p469-521. Study for Sentence Skills Achievement Test.

Hmwk: Work on assembling your journal.

05/04/10 In Class: Sentence Skills Achievement Test. Scantron and pencil required. Notebook check.

Hmwk: Revise your paragraphs.

05/11/10 In Class: Return all revised paragraphs. Hand back Sentence Skills Achievement Test and go over test and answers. Notebook check. Last Day of class.

Hmwk: None

05/13/10 Grades Due 4:00 pm