

Instructor's Guide

for

Writings from Life

With Supplemental Activities

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Breadan Publishing

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Introduction

Writings from Life is a process-oriented writing textbook that helps students continue to grow and improve as writers. Students learn by writing, and the textbook provides a variety of writing assignments that require students to develop and apply different writing and thinking skills as they progress through the book.

In each unit, students use the writing process in the text to develop their papers. The basic process of prewriting, drafting, revision, and editing is repeated in each unit, with new instructional elements introduced in each section that apply to the type of writing the students are doing. The process is repeated in each unit so that students become familiar and comfortable with the approach to use for any writing they may do.

The title Writings from Life indicates the kind of writing students will do: writings based on their personal experiences, interests, observations, knowledge, beliefs, and opinions. They write about aspects of their lives, and the world around them, that they find most important, significant, and interesting. They use the writing process in the textbook, along with the instructional guides, to help develop and express their ideas most effectively.

The text also emphasizes writing as a form of communication. To that end, students write for different reading audiences, such as their classmates, and for particular purposes: to inform, entertain, influence, educate, or move readers to action. The writing assignments in the text are *real* in that they are written for others and for a purpose, which is more meaningful than writing as a textbook exercise.

Writings for Life also strongly emphasizes the role of *revision* in the writing process. Throughout the text, students work on revising and improving their writing in a number of areas: wording, organization, content development, paragraphing, openings and conclusions, transitional wording, and so on. The text provides specific revision guidelines for the type of writing students do in each unit.

As the last step in the writing process in each unit, students proofread and edit their papers to eliminate errors. Correct writing is emphasized as the best way to showcase a writer's ideas, as a courtesy to readers, and as a goal that all writers share. Within each unit, the text provides instruction in the areas of punctuation, grammar usage, and spelling where writers have the most problems: run-on sentences and comma splices, sentence fragments, comma usage, subject-verb agreement, pronoun-antecedent agreement, and so on. Students are also taught to proofread a paper several times, looking for a different kind of error each time. In addition, the text provides an editing checklist in each unit for students to apply to the paper they are working on.

Using *Writings for Life*

Writing instructors have their own ways of using a writing text, and *Writings from Life* is amenable to either a unit-by-unit progression or a "pick and choose" approach. While it is presumptuous to tell any writing instructor how to use a text, there are always instructors who welcome ideas and suggestions that will help students use a text effectively. It is for those instructors that the Instructor's Guide is written.

While *Writings for Life* may be used in different ways, it was written with the intent of students moving through the text unit by unit. For example, in the earlier units, students begin with autobiographical and biographical writing based on personal experiences and move towards expository writing in the later units. In addition, instructional elements such as paragraphing, sentence wording, and run-on sentence

correction that appear in the earlier units are reviewed regularly in later units. The units are connected by both the sequential writing progression and the regular review of instructional elements that have been presented.

The Instructor's Guide takes the instructor step by step through each section of each unit, providing suggestions for guiding students through the text most effectively. The instructional suggestions are equally helpful for instructors who use the text in less linear ways. However you choose to use the text, you should find some ideas in the Instructor's Guide that will be useful to you and your students.

Overview

It is worthwhile for students to preview a textbook before using it. It gives them a sense of what the book is about, provides some understanding of what they will be doing, and increases their interest in the text. An overview can also reduce students' anxiety about what to expect in the class and bring some sense of meaning to the two-hundred and sixty pages of uncharted territory that lie ahead.

In previewing the text, as well as in guiding students through the different sections and activities in each unit, an interactive approach is recommended. As we know, most people learn best through interactive learning as opposed to being lectured to. Writing instructors perhaps understand this better than most. For example, it is important for students to understand the purpose behind the various activities they will do in the text, and two learning approaches can help accomplish that. In one, the instructor could say, "Irregular verbs are covered in the first unit because you will be writing your "experience" paper in the past tense, where irregular verb forms cause some writers problems," or you could ask students, "Why do you think irregular verbs are covered in this first unit where you are writing about personal experience?" With the latter approach, the students are engaged in thinking, interacting, and discovering things for themselves rather than being told.

The Table of Contents is a good place to begin an overview, where students can clearly see the simple, repetitive design of the units. The following types of questions will help provide an interactive dialogue.

Looking through the Table of Contents, what similarities do you see among the chapters? Why do you think the text is set up in this way?

Looking through the Table of Contents, what are some of the kinds of writing that it appears you may be doing you during the course? Do you see any type of a progression or "order" in the kinds of writing you are doing? What do think the purpose of that progression is?

As you can see, each unit begins with a "Prewriting" section. What kinds of things do you think you will be doing during those sections?

Notice in each unit that there is a section on "Revision" followed by a section on "Editing." What do you think the differences are between those sections? Why do you think the "Editing" section comes at the end of the process in each unit?

Thumbing through the book, point out to students the wealth of writing samples throughout the units, including the "Readings" section at the end of each unit. Ask students what they think the purposes are for the sample writings. Tell them to feel free to read any of the samples that interest them at any time. If you can get students to begin reading some of the writing, that will spur their interest in the text, increase their familiarity with it, and give them an idea of the types of writing they will be doing.

There are a couple things about the text that are worth explaining to students. The first is that most of the writing that they do for the course will be for other people to read, including their classmates. Ask them why they think this is the case. Many students may be used to just their instructor reading their writing, and writing for a broader audience, including their classmates, changes the writing considerations and gets them thinking about audience, perhaps for the first time.

The second is that at different times, students will be working together to help each other improve their writing. Ask them how it might help writers have someone else read their writing at some point in the process. In addition, ask them how reading and evaluating someone else's writing might help the person doing the evaluating. Tell them they will be exchanging papers with classmates at different times both to receive input on what they have written and to provide input to others. Explain to them that such "critiquing" is an important part of the writing process even for professional writers, whose writing is frequently evaluated, and consequently revised, before a final book or article is published.

Finally, point out the index in the back of the text and how students can use it to look up particular writing topics. With that conclusion, you have provided students with a good overview of the text and an interactive learning experience which will lay the groundwork for future discussions.

Before you begin Unit One, a final suggestion is to ask students some questions about their writing experience such the following:

Currently, how often do you write, and what kinds of writing do you do?

How familiar are you with process writing, and when do you use it? What aspects of the writing process do you find most useful?

What if anything would you like to improve about your writing?

How would you finish this sentence, "For me, writing is _____."

The purposes in asking students such questions is to get them thinking and talking about writing and to learn what you can about their previous writing experiences and attitudes towards writing. The more you know about what your students bring to class as writers, the better you can meet their needs.

Unit One: *Experiences*

Since this is a writing course, you don't want to wait too long to get students writing. They need to understand that this is what they are going to be doing, and everything else is supplemental to the writing experience. Explain to students briefly the kind of writing they will be doing for Unit One - a paper based on a memorable personal experience - and tell them to start thinking of possible experiences they may want to write on. In addition, ask them why they think that writing about a personal experience is their first writing assignment.

Next, have them read over the "Why Write" section, and then ask them, "Which point or points on the list strike you as the most important personally? Which point or points don't you necessarily agree with or find valid?" The second question focuses on an important consideration: the need for writers/readers to develop their critical faculties and not take everything they read as gospel, whether from the newspaper or a textbook.

Writing Process

Tell students that *Writing from Life* is a process-oriented writing textbook and ask them what they think that means. Put the terms *prewriting*, *drafting*, *revising*, and *editing* on the board, explaining that students will use these process steps to help write their papers. Ask them if they have used a similar writing process previously and the kinds of things they have done at each step. Finally, tell them that this is a basic process used by most writers that has proven a most natural and effective way for writers to express themselves.

In addition, tell students that all writers don't do exactly the same things at each step in the process or use it in the same linear way, and as they progress through the book, they will also individualize the writing process to suit their writing needs.

Prewriting

Ask students what they think prewriting is, its purpose(s), and the kinds of things writers may do during this part of the process. Ask students about their own prewriting experiences and the most useful kinds of things they do to help get started. Explain to students that prewriting can involve anything writers do before putting pen to paper from taking a meditative walk to making an outline to tapping their heads with a pencil. Explain that the text offers some ideas that will help them prepare to write, and that what they find most useful can be used for future writing.

There may be some students who have used a particular type of prewriting activity such as brainstorming or clustering exclusively and show little interest in trying anything else. At this stage in their writing life, it is a bit early to close off other prewriting options. If this situation arises, you might address it by saying, "It is great that you have found some prewriting strategies that work for you and I want you to keep using them. At the same time, I want you to try out some of the other options that the text provides to see how they might work for you. The more prewriting options you have the better, and I'd be interested in your opinion on the different prewriting activities in the text and how they compare to what you have been doing."

Writing Assignment 1

Explain to students that what they choose to write about - in this case the experience they select out of the many possible choices - is one of the most important prewriting decisions they make. Ask them why they think this is the case. Also point out that one of the most important criteria in deciding on a writing topic is, "What do you most want to write about?" Ask them why this is an important criterion and they will probably give good answers, knowing too well what it is like to write about things they're not interested in.

Free Writing

Ask students if they have had experience free writing and what purposes they have put it to. Explain exactly what free writing is for this particular prewriting activity - writing anything that comes to mind about two or three different experiences - and the purpose for the activity - to help them decide what to write about, get some thoughts on the experience on paper, get in some writing practice, and write within concern for correctness, order, or evaluation. Later in the course free writing activities can be done outside of class, but make the first free writing an in-class activity.

Prewriting Activity 1.1

Give students a few minutes to think of different experiences, emphasizing that they will be writing about a single experience as opposed to a topic like "The worst summer of my young life," which could involve many experiences. Have them take a look at the free writing samples in the text to get a general idea of how to proceed, pointing out that the experience they write about may be very different from the text samples.

Then have the students free write, giving them a few minutes per experience.

Prewriting Activity 1.2

Give students until the next class period to decide what they want to write on so they have time to consider various options and perhaps come up with a topic they hadn't yet considered. When you give students plenty of time to decide on writing topics, it emphasizes the importance of topic selection. Encourage them to select an experience that made a definite impact on their lives.

Prewriting Activity 1.3

The critical thinking aspect of the writing assignment is for students to analyze the impact that the experience had on them: how it affected their lives, what they may have learned, why it has remained so vivid. Once they have decided on a writing topic, give them some time to reflect on the impact of the experience and to look at the sample writings in the text before they free write on what the experience has meant to them.

First Drafts

Before students write the first draft of their paper, discuss the drafting process with them. It is important that they understand why they write initial and subsequent drafts. Ask them why they think most writers, including the most accomplished, write more than one draft of a paper. Explain the purpose of a first draft and also what occurs during subsequent drafting/revision steps. It is a relief to some students that everything doesn't ride on their first draft and that they will have time to improve their papers.

You might use your own writing experiences to share how the drafting process works for you so students understand that writing drafts is a task for all writers. Dispel the notion some students may have that having to write more than one draft is either a textbook exercise or something writers do who can't "get it right" the first time.

First Draft Guidelines

Tell students that drafting guidelines are provided in the text for each of their papers, each focusing on the kind of writing they are doing in a particular unit. Point out that the purpose of the guidelines is to provide some general ideas to help students write their drafts effectively. Emphasize that the first guideline is the most important, and make sure students don't worry about following each guideline to a "T." Tell them the guidelines are based on how writers develop effective experience-based papers, and they are intended to give students some ideas on how to proceed rather than a rigid framework to follow.

Drafting Activity 1.4

Suggest to students that they read the sample first draft in the activity before writing their papers. Tell them they may get some ideas about opening or concluding their paper, about paragraphing, about using dialogue, or about including their thoughts and feelings as they write. Don't go over the sample in detail with the class. If they get some ideas from reading it, great, but it is important that they don't feel a need to "model" their papers after a writing sample. This is their experience to write about, and they should tell their story in a way that seems best to them.

A final suggestion to students would be to relax and enjoy their writing. Whether they write the draft in class or outside depends, of course, on variables such as the availability of in-class computers and the number of weekly instructional hours for the class. There is little question, however, that many students prefer writing outside of class, particularly their first drafts.

Revision

Once students have completed their first drafts, explain what will happen during the revision process in this section. For writers to revise their drafts effectively, they need to have some idea of what they are trying to improve. Have a discussion with the class on the different ways they feel their first drafts might be improved. From this discussion, they will realize that there are a number of different considerations during the revision process: wording, organization, content improvement, paragraphing improvement, and so on. Tell students that these are the kinds of things they will receive instruction on in the Revision sections, beginning in this section with lessons on providing description, improving sentence wording, and paragraphing their papers. Tell them that they will go back and forth between the textbook instruction and their drafts, applying what they are learning to revising and improving their drafts.

Providing Description

Discuss with students the value of providing description in their papers. What kinds of things might be described? What would the purpose of the description be? What impact might the descriptive writing have on readers? Lead the discussion beyond visual description to the description of sounds, smells, thoughts, and feelings so that students see that descriptive writing is a pervasive part of writing, an aspect that provides color, interest, and greater understanding for readers.

Go over the four suggestions for providing description in the section, including the examples of the first draft and revised sentences. Discuss the different kinds of description that are provided (e.g. sights, action, thoughts and feelings) and identify specific descriptive words. Ask students how the more descriptive revisions improve the sentences and what impact they have on readers. These simple, broad-stroke examples help students see what descriptive writing is and understand how they might add some description to their drafts.

Revision Activity 1.5

This is one of many activities throughout the text where students pair up to analyze a writing sample or one another's writing. Of course, such activities can also be done individually or in small groups, depending on the instructor's preference. The text pairs students for different reasons. First, students clearly learn from one another, and working together makes that possible. Second, working in pairs is less threatening for some students than meeting in groups, where the more verbal students tend to dominate. Third, working in pairs usually ensures that everyone in class is contributing. Fourth, it is easy logistically for students to pull a couple chairs or desks together. Finally, working together, students get to know one another, creating a more relaxed atmosphere where they will feel increasingly comfortable sharing their writing and opinions.

There are various ways to pair students: by student choice, by spatial proximity, by ability, by differing abilities (one student "mentoring" another). Initially, the simplest and perhaps best way to pair (or group) students is by proximity: "Please slide desks together with someone near you." Later, when you get to know your students, their writing abilities, and their personalities better, you can vary the pairing (or grouping) at times, particularly to ensure both students paired get some worthwhile revision input from their partner. Let students know that they will be working in pairs (or groups) on different activities, the purpose in doing so, and that the pairings will vary during the course depending on the activity.

After students complete the activity, have them share their ideas with the class, including the types of description they would recommend and why they would recommend it.

Suggestions for descriptive inclusions:

1. Describe how the students looked.
2. Describe the "wonderland" in more detail.
3. Describe the "changing of the shoes" and the delicious food.
4. Describe the look on your mother's face.

Activity 1.6

For students to get the most out of instructional activities like 1.5, they should apply what they learned to their current draft as soon as possible. Ideally, they complete the discussion on Activity 1.5 and move immediately to their papers to read and consider what descriptive detail they may add, or if the conclusion of Activity 1.5 ends a class period, their assignment would be to do Activity 1.6 before the next class meeting. The goal is simple: to add description wherever it would help bring the experience, and the writer's reactions to the experience, to life for readers. After completing their revisions, students can pair up to see the kinds of details that their classmate has added and make suggestions if there are other places they feel some description would improve the paper.

It is also useful to have students share with the class some of the descriptive revisions they made and why they made them. This gives students more ideas about how they might revise their own papers and also assures them that they are on the right track. Make this a class discussion, perhaps with students putting some of their descriptive revisions on the board.

Improving Sentence Wording

Explain to students that the majority of revisions that writers make involve improving sentence wording. Ask them why they think this is the case. From their own writing experiences, it will no doubt come out that it isn't easy to word a thought the way they want, particularly when they write it the first time. They will find some comfort in knowing that they aren't alone, and that all writers must work to improve their sentence wording.

For an example, you might write a "first draft" sentence on the board, something like, "Writing down your thoughts on paper so that they come out the way that you were thinking them isn't the easiest thing to do." Ask students what they think of the wording of the sentence. If the sentence has any wording weaknesses, what would they be? How can the sentence wording be improved without changing its meaning? You might have students write revised versions of the sentence at their desks and then have some of them put their sentences on the board. Go over each revised sentence and have the class evaluate it relative to the other sentences. When there is some agreement reached that one (or more) sentences are a definite improvement over the first draft sentence, ask them how and why the new sentence(s) is better. From that simple activity, students can learn a lot about sentence revision and the variety of ways a sentence might be revised.

That leads you into the textbook examples of first draft and revised sentences on global warming. Go over the sentences with the class, asking in what ways the revised sentences are superior to the first draft sentence. Then cover the "Sentence Wording Guidelines" with the class, which should make sense to them after the board activity and their evaluation of the global warming sentences.

It might be useful to explain the problem of using *slang* in their writing, pointing out that there is nothing wrong with these words in other contexts, such as conversation among friends or an e-mail to a buddy, but that in more "formal" writing, whether in school, in a letter to the editor or the school board, or in

the workplace, *slang* is generally considered inappropriate, an exception being when it is used in dialogue as the spoken word. Students should understand that *slang* words aren't universal, and while one reader might understand exactly what a writer is saying with a slang term, another may have no idea.

Revision Activity 1.7

Students should be well prepared to revise the “first draft” sentences in this activity. (Tell students to feel free to replace “Los Angeles Lakers” with a team more to their liking.) When they complete their revisions, have different students either read their revised sentences to the class or put them on the board, where the class can see what the revised sentences look like and how, perhaps, some of them may be improved even further.

Sample Sentence Revisions:

1. Los Angeles Lakers' basketball tickets are expensive and scarce, especially on the lower level.
2. The Lakers' crowd usually arrives late, but by half-way through the first quarter, the seats suddenly fill.
3. The atmosphere in the arena is more electric because the team is better than in the past.
4. Many famous people attend the games, including Jack Nicholson, who always sits in the front row in his sunglasses.
5. The Lakers' crowd is pretty mellow compared to the louder, more active crowds in San Antonio, Chicago, or Detroit.
6. Some people attend the games just to socialize and watch the crowd, so they don't see much basketball.
7. Near the end, if the game is close, people start yelling and standing up.
8. The Laker cheerleaders are perpetually enthusiastic, dancing during every time out and at half time.
9. In the fourth quarter, people begin filing out up to ten minutes early if the game isn't close.
10. It must be frustrating for the players to see mostly empty seats near the end of a losing game, with only the most loyal fans remaining.

Revision Activity 1.8

Point out to students the purpose of revision activities like 1.7: to help them develop their sentence revision skills to apply to their own writing. Have students read each sentence of their draft as they did the sentences in 1.7 to see how the sentence wording might be improved. You might also go over a couple of paragraphs of the sample draft in Activity 1.11 (referenced in this activity) with the class, analyzing the kinds of sentence changes the writer made. Then have students revise their own sentences, and when they finish, have some of them put first draft and revised sentences side by side on the board to see the kinds of improvements they made.

Paragraphing

Tell students that this is the final instructional section prior to their writing the next draft of their paper, which will include all revisions they made for descriptive detail, wording improvement, and paragraphing. They may be getting anxious to wrap up the paper, so assure them that they are moving towards conclusion.

Have a brief discussion with the class on paragraphing. Ask them what a paragraph is, why writers write in paragraphs, and how they decide to end one paragraph and begin another. Ask them if they paragraphed their draft on their personal experience and if so, why they changed paragraphs when they did. Point out that paragraphing is a simple and practical convention for helping readers understand a writer's ideas by separating one idea (or event or step) from another.

Go over the paragraphing guidelines in the text, which are quite straightforward and easy to understand. For guideline 4. on combining strings of short paragraphs, you might ask the class why it makes sense to combine such paragraphs and what problems groups of short paragraphs might cause readers.

Revision Activity 1.9

Have students pair up to analyze the paragraphing of the sample paper, and when they are finished, have a brief class discussion, asking students why the author changed paragraphs when she did. In addition, since writing should be read for its content, whether used for a paragraphing exercise or otherwise, ask students for their response or comments on the paper, and ask whether it reminds them of any experiences that they may have had, which they could share with the class.

Next have the pairs of classmates proceed to paragraphing the two sample papers, and then as a class go over the paragraphing decisions that students made. As with all of the readings in the text, ask students for comments on the content of each paper and on experiences of their own that they may be reminded of.

Suggested beginning sentences for new paragraphs. (Other options are possible.)

The Big Scare

1. My brother was two years old . . .
2. I had to go bathroom that morning . . .
3. I jumped off the toilet seat . . .
4. Eventually my parents came home . . .

An Important Lesson

1. One Sunday Eva called me crying . . .
2. What could we do to help . . .
3. Oh my God, I thought.
4. The next day Eva called . . .
5. Eva has not seen me . . .

Revision Activity 1.10

Have students apply what they have learned about paragraphing a paper to their draft, and then have them

exchange papers with a classmate and check each other's paragraphing. During any kind of activity where students are working in pairs, let them know you are available to answer questions regarding the activity. For example, students may have different opinions on the best way to paragraph a particular part of a draft, and your input could be helpful. During pair or group activities, students should understand that the instructor is a readily available resource, and they shouldn't feel reluctant to call you over.

Revision Activity 1.11

Students are now ready to write their second drafts, incorporating all of the changes they have made to add description, improve sentence wording, and paragraph their papers. In addition, tell them that if they see some other things they would like to change as they read their draft, they should do it. Explain that revising a paper is an on-going process, and while large-scale revisions at this point are rare, adding a final detail here, a thought or feeling there, or rewording one last sentence is not uncommon.

The purpose of the sample revised drafts in the text is for students to see how other writers revise their papers and the amount and types of revision that can occur. Point out to students that the crossed out words and phrases in the sample draft have been deleted by the writer and the words and phrases in bold have been added. You might go over one or two paragraphs of the essay with the class to see the kinds of revisions the writer made.

The text provides a final opportunity for students to exchange papers and make further revision suggestions before the revision process is completed. At this point, use your judgment as to whether students need the additional input or are ready to move on to the editing phase.

Editing

Tell students that the final task in completing their papers is to proofread them for errors, make any necessary corrections, and write the final, error-free draft. Ask them why they think the editing phase is the last part of the process and why it is important to correct any errors in their papers. Also ask them if they noticed and corrected any errors during the drafting and revision process, and the kinds of errors they corrected. Point out that while there's nothing wrong with correcting an error any time one jumps out at them, the emphasis on error correction should be reserved for now, when all of the content and wording changes have been completed.

Explain to students that in the “Editing” sections, they will receive instruction in particular areas of grammar and punctuation and then apply what they learn to their drafts. Tell them that each editing section covers the kinds of errors that writers most frequently make, which in this section include run-on sentences, comma splices, and irregular verbs. Also tell them that they may or may not have problems in these particular areas, and that as the course progresses, they will concentrate primarily on the areas that give them problems individually. In other words, they won't be spending time working on error problems that they don't have.

In addition, tell them that the text provides review instruction in subsequent “Editing” sections on common problems like run-on sentences so that students who have a problem with run-ons will continue working on them throughout the course. In other words, the text doesn't assume that a thorny error problem instantly disappears after one instructional activity, and that working on the problem throughout the course is the best way to eliminate it.

Correcting Run-on Sentences

Ask students if they are familiar with the problem of run-on sentences and whether they have encountered them in their writing. Put examples on the board of a couple run-on sentences and have students correct them. Ask them why run-on sentences could be a problem for readers. Also put examples of comma splices on the board to correct, and ask students why writers might mistakenly put a comma between sentences rather than a period.

Go over the “Guidelines for Correcting Run-On Sentences” in the text, emphasizing the two methods of correction, one for shorter run-on sentences and one for longer ones. Put some examples of shorter and longer run-ons on the board and have students correct the sentences using the different correction methods. They should then be ready for the run-on correction activity in the text.

Editing Activity 1.12

Go over the example with the class, and then have students do the activity, writing out the sentences that need correction, which is more useful than merely punctuating them in the text. (They don't need to write out the correctly punctuated sentences.) Then go over the students' corrections with the class, and discuss any differences of opinion on the best correction method for a particular run-on sentence.

Correction Suggestions:

A good example was the way people were dressed at my grandfather's church last Sunday. I went with him as I was visiting for the weekend.

However, he was the only person in the church with a tie, *and* only a few were wearing coats.

The minister obviously embraced the casual dress. His outfit included khaki pants, an open-necked shirt, and loafers.

This was very different from the church my grandfather grew up in, where everything was very formal, somber, and serious. He hasn't completely adjusted to the change.

Editing Activity 1.13

Make this an in-class activity where students can call over the instructor to look at a sentence or two that they are uncertain of. Once students hone in exclusively on run-on sentences, they are pretty good at finding and correcting them. Proofreading one another's drafts is also good practice for finding run-ons in their own writing.

When students complete the activity, ask how many of them found and corrected run-ons in their drafts. Have some volunteers put on the board the run-on or comma splice versions side by side with the corrected versions. Often there is a similarity among run-on sentences, particularly with the types of words that begin the second sentence of the run-on (e.g. pronouns, names, an introductory "there," "this," "those," "these," or "that), and seeing these similarities will help students avoid such run-ons in their writing.

Finally, no doubt there will be a number of students who have no problem with run-on sentences or comma splices. If so, this should be the last time that they work with them during the course, other than perhaps to proofread someone else's draft. There is nothing less productive than having students work on problems that they don't have, and in addition, sometimes problems can crop up where they didn't exist.

Irregular Verbs

While using incorrect irregular verb forms isn't a menacing problem for most students, it is enough of a problem to warrant coverage. Put sentences on the board with different irregular past tense and past participle verbs so students can see that the form changes from the past to past participle with many verbs. Also ask students the difference between the meaning of the sentence when the past tense or past participle is used so they will see that they serve different functions. Then refer students to the list of irregular verbs in the text, pointing out the verbs that give writers particular problems (e.g. past participle of *swim*, *drink*, and *go*, the distinction between *lay/laid/laid* and *lie/lay/lain*, or using *seen* or *done* incorrectly as past tense verbs).

Past Tense and Past Participle

You needn't spend a lot of time on this section since most students use the past tense or past participle quite naturally in their writing. The point of including this section is so that students understand why there is a past participle tense and how it functions differently from the past tense. For the purpose of using the correct verb form, emphasize the presence of the helping verb with the past participle form, and that if a verb is preceded by *has*, *have* or *had*, students use the column-three verbs.

Editing Activity 1.14

Students shouldn't have much trouble with this activity, but since this is their first exposure in the text to irregular verbs, go over their responses with the class. Then find out how many students had little or no problem providing the correct verb forms. If the number is high, you know that this isn't an editing concern that needs much future attention. Encourage students who did have problems to keep the irregular verb list handy when they edit their drafts, paying attention to the verbs they had problems with.

Editing Activity 1.15

Have students proofread their drafts for irregular verbs problems, and then have them double check their spelling throughout the draft, using the spell check on their word processing program if they are using one. Then have students proofread one another's papers to gain more experience in locating and correcting errors. Tell them that in future units, they will be dealing with other editing concerns, such as subject-verb agreement and comma usage, but that for this paper, the elimination of any run-on sentences or comma splices, incorrect irregular verb forms, or misspelled words is their goal. In addition, have them make note of the types of errors they corrected in their drafts and to be on the alert for similar errors when they edit future papers.

Editing Activity 1.16

Once students have completed their final drafts, it is time for their classmates - their reading audience for the paper - to read them. You can do this in several ways: pass papers around the class, pass papers around in small groups, read papers aloud, or have students read papers aloud (not the most popular choice for many students). Every student doesn't have to read every paper, but students should feel that their papers got a good reading. In addition, you might read aloud a few papers that students found particularly interesting or well written. Students learn from one another, and there is nothing wrong with recognizing particularly good writing. In addition, it is not always the "best" students academically who write the most interesting papers, and there will be students whose papers you might read who don't tend to get recognized in other classes. Most importantly, students are learning the purpose of most writing: for people to read and enjoy. That should be the emphasis during the reading sessions.

Writing Summary

Near the end of the unit, students are given an opportunity to write a second paper, in this case about another memorable personal experience that is quite different from the first one they wrote about. They write their second paper more independently and without interruptions for instruction, applying what they have learned during the unit.

If students write two papers for each unit, they will write eleven papers for the course (the final chapter on research writing having only one writing assignment). Whether this is possible for your course depends on the length of the course and the pace that students work through the text. Having students write a second paper with a greater understanding of the process and what it takes to produce good writing is certainly worthwhile, and they will write their second paper with the greater confidence that comes with added experience and knowledge.

Take the class through the "Writing Summary" section, pointing out what they will be doing during the prewriting, drafting, revising, and editing stages. Refer them to the "Guideline" sections for drafting, revising, and editing, and suggest that they use these guidelines to help develop their papers. In addition, tell them that they will provide you with the work they do during the process - free writing, first draft, revised draft, final edited paper - so you can see how their papers have developed (and that they did the work). Then tell them that they are on their own unless they request your assistance.

Give students a schedule for working on and completing their papers, one that provides some class time for students who may need your help but also the expectation that much of the work will be done outside of class. Since this is the main thing students are working on at this point, it is not unreasonable to expect a final draft to be completed within a week, provided that includes a weekend that they can use.

When they finish, do some type of read-around so students will have their papers read. In addition, talk to them about the writing experience. What was it like working on their own and not having their writing sandwiched between instructional activities? How useful did they find the free writing as preparation for writing their first draft? To what extent did they apply the instructional elements covered during the unit to their writing? What did they find most useful? To what extent did they use the drafting, revising, and editing guidelines, and how useful did they find them? What do they think of their second papers compared to the first ones they wrote, and why? After having completed the first unit of instruction, how do they think their writing has improved, if it has, and what do they attribute the improvement to?

The purpose of asking such questions is two-fold. First, it helps you to understand the students' writing experience and evaluate the instruction they have received: what they feel has worked for them and what hasn't. This kind of input will help you make decisions as the course progresses on what to emphasize or to put on a back burner. Second, it is useful for students to think about and analyze their writing experiences so that they begin viewing themselves more as writers than as students who have to write. In addition, that you obviously value their input can only help their self-confidence and feeling of worth as writers.

Readings

Make sure that students are aware of the readings at the end of each unit before they begin the unit, and encourage them to take a look at the essays whenever they want. Tell them that the essays are on the same type of topics students are writing on. They should find a number of the readings in the text interesting.

Tell students that they can read the writings for their own interest, to get ideas for their writing, or to see how the writers do particular things, like open a paper, provide description, paragraph their paper, or analyze the impact of an experience. As students work through the unit, you might refer them to this essay or that for examples of something covered in a particular instructional lesson.

Finally, questions are provided at the end of each essay that can be used to generate some discussion among the class or within groups. Use the questions as "starters," letting the discussions roam where the students interests take them. When used this way, it is best to talk about the essays while the students are working through the unit rather than waiting until the end when they have completed their writing for the unit. As we know, reading and discussing what they read helps students improve their writing, and it also provides an occasional change of pace from all of the writing-related activities.

Supplemental Materials

The following supplemental materials are related to the instructional elements provided in Unit One. You may reproduce them for the use of individual students who may need more work in a particular area or as additional class activities.

Using Descriptive Language

Analyze the writer's use of descriptive language in the following paper. Identify descriptive passages, note the kinds of things being described, and consider why the writer chose to describe the things he did. What impact do the various descriptions have on you as a reader?

Standing Up to an Adult

I remember back in elementary school how fun and easy everything was compared to now, with bills to be paid, loads of school work, and the weekend job. In elementary school, the one thing that everyone loved most was lunch. The best lunch was turkey, gravy, mashed potatoes, and corn, along with the little peanut butter bars they used to give us. We also used to trade things off our plates with one another to get what we wanted, like a cookie for an apple or a jello cup for some potato fritters. Apparently, the noon aide ladies loved the food too, and that caused a real problem.

Believe it or not, they would go around picking food off of the students' plates: a french fry here, a fish stick there. If there was one thing I didn't like, it was when someone would pick food off my plate. Those two ladies were sisters, and they were both huge and mean, with menacing scowls on their faces, and we were all afraid of them. They would just walk up and down the aisle taking the food from us poor helpless kids. It's not like those ladies weren't well fed because they were, but they waddled up and down the aisles like giant starving ducks.

Aurora was the older sister. Everyone was scared to say anything to her. One day she came up to me and took a cookie off my plate. I remember it was a soft peanut butter cookie with little bits of peanuts in it, and I was really looking forward to it. Without thinking I told her, "Stop doing that, stop taking food off our plates because you are fat already." The look on her face was something. Her face turned red, her eyes got bloodshot, and she opened her mouth wide like she was going to eat me. She screamed at me to go to the office, so I went to the principal, who called my mom to tell her what had happened. He asked me why I said what I did, and I told him, "She takes food off of our plates, and she shouldn't do that." He tried to keep a straight face but I could tell he was hiding a grin. "I'll take care of the situation," he said, "and if she has been taking food off of anyone's plate, it will never happen again."

When I finally got to class, I guess the teacher had talked to the principal, and she pulled me aside and said, "Good job. Don't let people walk all over you because you're little." I felt proud of myself for standing up to the aide, but I still don't know where I found the courage to say what I did. The students thought I was a hero for a while, and I really enjoyed the attention.

To this day, every time I see that lady around, she gives me a dirty look, but I just smile because it seems so funny. I'll always remember how the principal and my teacher stood up for me because I was right and the cafeteria lady was wrong. After talking with a few other students the day of the incident, the principal fired both sisters and our lunch time problem went away. It felt good for an adult to take my side against another adult, and you get the idea that being a child doesn't always make you wrong and the adult right.

Improving First Draft Sentences

The following first draft sentences contain a variety of wording problems: wordiness, awkward phrasing, unnecessarily repeated words, poor word choice, and vagueness. Revise and rewrite the sentences to make them smoother, clearer, and more concise.

Example Grocery shopping is one of the worst things that I like doing.

Revised I hate grocery shopping.

1. The main reason why I like my job is the fact that it is so close to home.
2. I would be glad if I did well enough in college to gain my goal of graduating.
3. To avoid bad luck, parents want their children on New Year's Day to be on their very best behavior and to avoid the use of vulgar expressions in China.
4. If I could look into the future ten years from now, I would like to see a pretty image of myself as a successful person.
5. Almost all of the credits from Kings River College are able to be transferred to the school of your choosing, plus it is much less money to go there than a university.
6. You do want to be happy in your job for the rest of your life because if you're not happy with what you're doing, then you're going to be miserable for the rest of your entire life.
7. I have been to hospitals and seen sick kids, and I would like to help them, for instance, kids with AIDS, cancer, bad burns, and a variety of sicknesses.
8. Everything was better for my family before my father died, especially for my mother, because she would always cry and remember him on special occasions like on Christmas and Thanksgiving.
9. College is not like high school because you can choose your classes at the best time of day for you and pick the classes that you want to take.
10. I want a house with lots of rooms, but I want one room that has mirrors all around, on the floor, on the ceiling, just everywhere.

Paragraphing Activity

Underline the first sentence for each new paragraph in the following paper, changing paragraphs as you move to different parts of the situation described.

Nursing Grievance

One semester the faculty nurses at the college had their teaching days extended at the hospital. They couldn't understand why they were having to teach more hours for the same hospital laboratory classes they had been teaching for years, and they were being paid no additional money. Some of the faculty nurses contacted the teachers' union to find out what their rights were. They discovered through the union representative contract language that forbid the college from creating a new practice when it came to assigning classes and hours that had not been negotiated with the union. No such negotiations had taken place, so the union representative said that it appeared that the college had violated the contract and that the nursing faculty had a right to file a grievance. The first step in the process produced a revelation as to why the faculty's class hours had been changed. There is a college requirement that ten minutes of break time must occur after every ninety minutes of class. However, with the nursing program, no such breaks can take place because the students must be on the hospital floor with their patients, and the instructor must be present to supervise the students. Students must break individually when they need to use the rest room. The break time that is never taken had always been counted as regular class time by the college, but the college had changed its practice and was now discounting the break time that isn't taken. Of course, the faculty nurses were very upset by this recalculation by the college that essentially was giving neither them nor the students credit for the work time that took place in lieu of the breaks which never occurred. It seemed unfair to both the faculty and the students, so the grievance forged ahead. When it got to the office of the college president, the nurses carefully and patiently explained how lab hours were taught in the hospital and how neither students nor faculty could take breaks and leave the patients they were responsible for unattended. They explained that they had not been taking the ten-minute breaks for the past fifteen years, and that the time had always counted as a part of the teaching day for faculty and students. Fortunately the college president had formerly been an administrator in the allied health division of another college, so she understood the unique clinical situations that hospital lab classes were taught under. She accepted the nursing faculty's contention that they and the students had to work through the designated break times, and agreed that the schedule of teaching hours for nursing faculty would revert to the way it had been calculated in the past.

Unit Two: *Influences*

Introduce Unit Two by letting students know they are going to be writing about a person that they know well, someone who has been influential in their lives, for better or for worse. They can write about a family member, friend, teacher or coach, co-worker or supervisor, minister or counselor - anyone who has made an impact on their lives. Go over the examples in the second paragraph to show the range of choices they have. Tell students to start thinking about different people they may be interested in writing about who may also be interesting to their reading audience - their classmates.

Tell them that *biographical* writing - writings about other people - is a popular writing genre, and that biographies of famous people from Abraham Lincoln to Marilyn Monroe to Tiger Woods have been best selling books. Ask them if they have read any biographies and if so, to talk about any that stand out in their minds. The purpose is to generate some interest in biographical writing and their upcoming assignment. Ask them what they think makes a particular biography interesting and how they might apply that knowledge to their own writing.

Ask the class how this writing assignment differs from their writing about a personal experience in Unit One and how it is similar. Ask them why they think this assignment - writing about another person - follows their personal experience assignment. Remind them of the essays at the end of the unit and encourage them to read them to see what other writers have done with a similar topic.

Prewriting

Tell the class that they will be working on this paper similarly to their first paper, beginning with prewriting followed by drafting, revision, and editing, with instructional elements interspersed throughout the process to apply to their drafts. Their experience using the process twice in Unit One will help them write their upcoming papers with greater assurance.

Topic Selection

Now that students have had some time to think about potential subjects for their papers, ask them about the people they are considering. To get some idea of the range, ask how many may write about a family member such as a mom, dad, wife, or brother; about a particular friend (or enemy); about a co-worker or boss; about a teacher, counselor, or minister and so on. If most hands are going up, for example, for a family member, suggest that they also consider other people so the class doesn't end up reading twenty papers on their classmates' moms. Don't suggest, however, that they *can't* write about that one person that they really want to write about.

Free Writing

Tell students that they will be free writing similarly to how they did in Unit One, the purpose being to consider possible writing subjects and create some potential material for their first drafts.

Prewriting Activity 2.1

Suggest to students that they pick three very different people to free write on who have made different impacts on their lives. Have them look at the sample free writing in the text before beginning the assignment and then

write a few minutes on each person.

Prewriting Activity 2.2

Once students have selected their subject for the paper, they are asked to write for a minute about why they chose this particular person and then for a few minutes on the impact this person has made on their lives. Tell them the purpose of free writing on the impact their subject has made is to begin analyzing their relationship with the person and to develop some potential material for their papers. Have them take a look at the free writing samples in the text before writing.

Making A List

Tell students that a second useful prewriting activity is to list some of the things they might include in a paper. As an example, let's say students were looking for an apartment to live in for a semester. Ask them what they might include on a list of considerations for renting an apartment, and put them on the board (e.g. proximity to campus, rental cost, size and condition of apartments). Ask them how creating such a list could help them write a paper on how to find the best apartment to rent.

For a second example, if students were writing about the problems of working and going to school at the same time, ask them what problems they might list (e.g. lack of study time, tired all the time, no time for college social life, can't take many units). Ask them how they might use their list in writing the paper.

Then tell the class that they are going to make two lists for their upcoming paper: one for the qualities or characteristics of their subject and one for things that show their relationship with the person. For an example, refer them to the list of qualities in the text about a writer's best friend and the second list of things that shows their relationship.

Prewriting Activity 2.3

Tell students the purpose of this activity is to think about different qualities that exemplify their subject, to think about their relationship with that person, and to list some ideas they might use in their paper.

First Drafts

Tell students that a main focus for developing their biographical paper is to provide examples to bring their subject to life for their reading audience and to show their relationship with the person. Put a few statements on the board reflecting particular qualities or characteristics of different people, such as, “Whenever we were up to no good, Josh was the one person who would never get caught.” “When his children misbehaved, dad always believed that the punishment should fit the crime.” “Aunt Lilah spoiled me like no other relative.” “My boss always found ways to humiliate me in front of other employees.” Then ask the class what kind of example or examples might follow each statement to help readers get to know and understand the person better.

Providing Examples

Go over the two example paragraphs in the text on pages 52-53, asking students what they learn about each subject from the example the writer uses. Point out that through the examples, we learn much more about each person than we do through the general statements that precede them.

Guidelines for Using Examples

Go over the guidelines and examples with the class, and ask them what the value of such examples are from their perspective as readers. It is important that writers look at writing from the readers’ viewpoint, and putting students in their readers’ role makes them more aware of their own reading audiences.

Drafting Activity 2.4

To make sure students understand the assignment, tell them to pick one quality or characteristic of the person they are writing about and put it in a topic sentence. For example, if the quality of the person was her work ethic, the topic sentence might be, “When it came to school, Lucinda was the hardest worker I knew.” Then they would develop the paragraph by providing an example (or examples) to show readers how hard a worker she was. Tell them to provide an example (or examples) that best characterizes the person and that would be the most interesting for readers.

This could be a fifteen-twenty minute in-class assignment followed by having volunteers read their paragraphs to the class so students can see how good examples bring the subjects to life.

Drafting Activity 2.5

Go over the “Drafting Guidelines” with the class, suggesting that they use their prewriting materials any way that they find helpful. Tell them to include in their drafts whatever they feel provides the clearest picture of their subject and their relationship with the person. Emphasize their including examples to show the person’s qualities and the writer’s relationship with him or her, and concluding with the impact this person has made on the writer. Finally, have them keep in mind their reading audience - their classmates - and what they may find most interesting or revealing about this person.

Finally, remind students that this is a first draft, and their main purpose is to get their ideas on paper without great concern for perfect wording or an occasional error. Also suggest that they read the sample draft before they write to see what another writer did with his subject and how he began his paper.

Revision

After students complete their first draft, it is worthwhile to have a brief discussion of the experience and the results. The purpose is for students to talk as a group of writers, sharing any problems they may have encountered and where their drafts may go from here. Such discussions bring out the commonality of the writing experience and get students thinking more as writers than as students compelled to write. Questions such as the following can help elicit responses: How did the writing go for you? How did you use your prewriting materials, and what did you find most useful? What if any problems did you encounter as you wrote? Did you get stuck in any places, and what did you do to get unstuck? Did you intentionally try to provide examples as you wrote, and what do you think of the examples you used? How do you feel about your draft overall? What kinds of improvement might you make as you revise your draft?

Tell students that in this section they are introduced to a new writing element called *transitional wording*, do some review activities on providing description, improving sentence wording, and paragraphing, and then revise their first drafts. Tell them they will also be working on some activities in pairs and providing input to one another on their drafts.

Transitional Wording

To introduce students to *transitional wording* and help them understand its purpose, write on the board or duplicate for the class the following paragraphs, one containing transitions and one without (or write the first paragraph on the board and then after students read it, insert the transitions from the second paragraph).

Jason had a flat tire and a big problem. He had no idea how to change a tire or where to find the jack. He didn't have his cell phone with him to call anyone. He was on a road with no traffic, so there was no chance of flagging down help. There was a rest stop about a mile down the road where there was probably a pay phone. It was pouring down rain and all he was wearing were a t-shirt and shorts. Jason figured the best thing to do was wait out the rain and walk to the rest stop although it might not stop raining for hours. He had corn chips and a soda in the car, and it wasn't too cold inside. He opened the bag of chips and turned on his CD.

Jason had a flat tire and a big problem. *First*, he had no idea how to change a tire or even where to find the jack. *Next*, he didn't have his cell phone with him to call anyone. *Finally*, he was on a road with no traffic, so there was no chance of flagging down help. There was a rest stop about a mile down the road which probably had a pay phone. *However*, it was pouring down rain, and all he was wearing were a t-shirt and shorts. Jason figured the best thing to do was wait out the rain and walk to the rest stop although it might not stop raining for some time. *Fortunately*, he had corn chips and a soda in the car, and it wasn't too cold inside. He opened the bag of chips and turned on his CD.

Have students read each paragraph, noticing the transitional wording in italics in the second paragraph. Ask them how the transitional wording changed the paragraph for them, and what the purpose of such wording is. Based on the sample paragraphs, ask them for a definition of transitional wording.

Tell students that they probably already use some transitional wording in their writing, and the purpose of this section is to make them aware of the variety of transitional words and phrases available and to have them revise their drafts with such wording in mind.

Commonly Used Transitions

Go over the lists of transitions with the class, asking if there are any words or phrases they are unfamiliar with or

wouldn't know how to use (some of which are probably covered in 8.). Spend some time on the less familiar transitions, providing examples of how they can be used in sentences. Then have them read the subsequent sample essay with transitional wording in italics. Ask them for synonyms for some of the more challenging transitions in the essay to make sure they understand their meaning.

Revision Activity 2.6

Suggest that students refer to the lists of transitions as they fill in the blanks to consider their options. Also have them try to use different transitions for most blanks. Then go over their responses with the class, pointing out the most effective transitions and other viable options.

Suggested fill-ins (other options possible):

However,
First,
Next,
Therefore,
In addition,
As a result,
As you can see,
However,
Consequently,

Revision Activity 2.7

When first introduced to transitions, students sometimes err in using too many transitions, trying to force one into every sentence or two. Caution students on the overuse of transitions, emphasizing that a well placed transition here or there is a big help to readers while a flood of transitions can be a distraction. Suggest to students to insert transitions into the essay where they fit most naturally and link ideas together effectively.

Suggested transitions (other options possible):

First paragraph:

However, being an atheist . . .

Second paragraph:

However, as I got older . . .

Third paragraph:

In addition, I discovered that the Bible . . .

Fifth paragraph:

On the other hand, some people believe in God . . .

Sixth paragraph:

First, I see no evidence of God's work . . .

Second, I see no evidence of supernatural power . . .

Revision Guidelines

Since draft revision may still be rather new to many students, it is worthwhile to have them read their draft several times, as they did in Unit One, to consider different revision considerations individually. In addition, the "Guidelines" are followed by three revision review activities covering the first three guideline considerations,

and they can be integrated into the revision process.

A suggested way to proceed would be to go over the first guideline with the class on content improvement, have students do the content-related activity, Revision Activity 2.8, and then have them revise their papers for content improvement. When that is completed, go over the second guideline on sentence wording revision, have them do the sentence improvement activity, Revision Activity 2.9, and then revise their drafts to improve sentence wording. Next, go over the paragraphing guideline, have them do the paragraphing activity, Revision Activity 2.10, and then revise their drafts to improve paragraphing. Then they would complete the revision process by checking their use of transitional wording (guideline 4.) and evaluating their conclusion (guideline 5.).

Explain to students that the purpose of breaking the revision process into separate components - e.g. content, wording, paragraphing - is for them to focus on one particular element at a time for the best revision results. Later in the course, as they gain more experience revising drafts, they will be able to revise in several areas simultaneously.

Revision Activity 2.8

Tell students that the purpose of this activity is to help them add examples or details to their current drafts most effectively. When they finish, go over the students' revision suggestions with the class and then have them revise their drafts for content improvement.

Suggested revisions:

- Second paragraph: Provide an example or examples of some of the “problems” that arise when she is around older children or strong-willed children her own age.
- Third paragraph: Provide an example or examples of the negative ways that children react to her bragging.

Revision Activity 2.9

Since improving sentence wording is an important part of revision, sentence revision practice is included in several units. Have students revise the sentences, and then go over their revised sentences with the class. Finally, have them revise their drafts to improve sentence wording.

Sentence revision suggestions (other options possible):

The last two weeks of summer were the hottest recorded in the valley. You could step outside in the morning and be covered with perspiration in a minute. For fourteen consecutive days, temperatures were over 100 degrees. To make matter worse, many people were without air conditioning part of the time due to power shortages caused by heavy air conditioning usage. At least six older people died from heat prostration due to lack of air conditioning. In addition, there was record humidity, causing 100 degrees to feel more like 110. It was the most miserable two weeks of weather I'd ever seen.

Revision Activity 2.10

Whether students need additional paragraphing practice depends on your particular class. You might assign this as a class activity or on an individual basis for students who could use the practice. Either way, go over the students' paragraphing choices to make sure they are getting the idea.

Suggested paragraphing:

- Second paragraph: My family lived in Arizona . . .
Third paragraph: All you had to do was look . . .
Fourth paragraph: The only place I ever remember seeing . . .
Fifth paragraph: You'd think I wouldn't have fallen . . .
Sixth paragraph: Well, Uncle Prine never changed . . .
Seventh paragraph: I went outside the next morning . . .

Revision Activity 2.11

By now students should have completed most of their revisions. Have them exchange drafts and read each other's papers to see if anything jumps out at them: a vaguely worded sentence, an unusually long paragraph, a general statement in need of an example, something in the draft they don't understand. Have partners suggest possible revisions, and then have students write their revised drafts.

Editing

Tell students all that is left to complete their papers is to proofread them for errors, make any necessary corrections, and write their final drafts for their classmates and instructor to read. In addition, tell them that two new editing considerations are introduced in this section - correcting sentence fragments and using commas correctly - followed by a review activity on correcting run-on sentences, comma splices, and irregular verbs.

How much time you spend on the editing section depends on your students' needs. For example, sentence fragments may be a very limited problem for your students, and you may need to do little more than cover them briefly. Correct comma usage, however, is a more universal concern, so you may focus more intently on that section. The review activities in each "Editing" section give students more practice correcting the most typical kinds of errors, and how you assign those activities should be based on your on-going diagnosis of students' error patterns.

Sentence Fragments

To introduce the section on "Sentence Fragments," put a couple of the more typical types of fragments on the board, each involving a sentence divided by incorrect punctuation:

The leaking water pipe running below the driveway will be difficult to fix. Because we will have to tear up part of the concrete to locate the leak.

Repairing the pipe may not be easy either. Especially if it is running beneath the gas line.

Ask students to correct any punctuation problems they see in these sentences. Then have them identify the incomplete sentence parts: the sentence fragments. Ask them why they think writers sometimes incorrectly put a period between two parts of the same sentence, which most frequently creates a fragment. In addition, ask them what problem readers would have with sentence fragments. Why do they need to be corrected? Finally, ask them if they are aware of any sentence fragment problems in their own writing. Tell them they may not have a problem, and if not, they may be able to help other students who do.

Go over the three points on sentence fragments in the text, pointing out that of the two correction methods, attaching the fragment to the sentence it belongs with is the most common. Then have the class move to the first activity.

Editing Activity 2.13

This is a good activity to do orally as a class since it is relatively easy and you can find out how adept students are at locating and correcting fragments. Then students can work through the next activity on their own.

Editing Activity 2.14

Fragments are more difficult to identify and correct within a paragraph than in isolation. To locate and correct the fragments, suggest that students look for groups of words that make little sense by themselves and then attach them to the sentences that complete their meaning.

Sentence fragment corrections:

Getting the classes you need in a particular semester is difficult, especially if you are trying to schedule them

around your work..

If you are working, you may only have certain times when you can take classes, for example, before noon, after 2:00 p.m., or just in the evening.

The most difficult time to schedule classes is in the morning because that is the most popular time.

If you can only go in the evening, you are lucky to get into two or, at the most, three classes, meaning that it will take many semesters to complete your course work.

Many working students take years to complete even two semesters of college course work, which also makes college more expensive.

Comma Usage

To introduce the section on comma usage, ask students what purpose(s) commas serve in writing. Why do we even bother with them? Ask them how they think comma usage rules were created or evolved. Were the rules created so that writers would use commas in uniform ways, or do the rules reflect the ways that writers most frequently used commas? Getting students to think about the reasons behind various punctuation conventions may help them use commas, apostrophes, or quotation marks in their writing with greater understanding and purpose.

Have students read the two paragraphs in the section, the first one without commas and the second with commas inserted. Ask them the difference in reading the two paragraphs and how the commas changed the way they read the paragraph. In addition, to test their knowledge of commas, ask them why each comma was inserted where it was in the paragraph. This will help them understand that comma insertion is not by random choice, and that every comma they use should have a purpose and follow a particular rule.

Comma Usage Rules

Go over the usage rules with the class. Emphasize in particular number 2., which groups introductory phrases and clauses together, number 5., dealing with restrictive and non-restrictive relative clauses, number 7., dealing with multiple commas in sentences, and number 8., dealing with situations where commas are used incorrectly.

Editing Activity 2.13

Do this activity orally with the class to make sure students are inserting commas correctly and understand the rules behind their use. Then they can do the next activity on their own.

Editing Activity 2.14

After students complete the assignment, go over their commas usage with the class, asking why they inserted commas where they did. By the end of the discussion, and along with the activities they have completed, students should have a good sense of how to use commas correctly, which should show up in their writing.

Editing Review

One of the features of the text is the regular review activities where students proofread drafts for the most common errors. If students have a lingering problem with run-on sentences, one activity in one unit may not solve the problem. However, by identifying and correcting run-on sentences in drafts spread over six units, they have the best chance of eliminating the problem.

At this point in the course, have all students do the editing review activities. Later, when you have a clearer understanding of their individual error problems, you can assign the review activities on an individual basis.

Editing Activity 2.15

Before students do the activity, remind them what they learned in Unit One about run-on sentences, comma splices, and irregular verbs, putting a few examples on the board if necessary. Also go over the activity example with them to refresh their memories.

When they complete the activity, go over their error corrections with the class so that students can see what they did correctly and what they may have missed. In addition, from the activity, you can find out if students continue to have problems identifying and correcting run-on sentences or incorrect irregular verb forms and determine whether additional practice in future units would be useful.

Editing Activity 2.16

Have students edit their drafts in class so you can be available to assist those who need help. Go over the editing guidelines with the class, and have them proofread their paper several times, each time looking for a different kind of error presented in the guidelines.

When they have corrected their papers and written their final drafts, have students read one another's papers in some manner that allows a number of students to read each paper. You may also have students select a few of the papers they enjoyed or found most interesting to read aloud to the class.

Writing Summary

The "Writing Summary" section provides students a second opportunity to write about a person in their lives, someone very different from the first person they wrote about. They write the paper independently with no interruptions for instructional activities, applying what they learned to this point about effective writing. If there is enough time in the course for students to do the second writing assignment in a unit, it is certainly worthwhile and will add to their growth as writers.

Go over the writing process in the "Writing Summary" section with the class so that they clearly understand what they will be doing. Then have them work independently on the paper from prewriting to final editing, providing assistance only when requested. As in the first unit, ask students to turn in their free writing, lists, and drafts along with their final paper so that you can see what they have done. When they complete the final drafts, do a class read-around so students will get their papers read by a number of classmates.

As suggested in the first unit, it is worthwhile to talk to students about their writing experience to have them think more deeply about their writing processes and to give you insights into what they are going through. The following kinds of questions will aid the discussion: How do you feel about this second paper compared to your first paper, and why? What problems did you encounter during the writing process, and how did you solve them? How did you use the material generated during your prewriting in the paper? How did the prewriting help you, if at all? What kinds of revisions did you make to your first draft? What kinds of errors did you find and correct during the editing process? Compare the process of writing this last paper to writing the first paper for the unit. In what ways, if at all, did writing the first paper help you write this second one?

If you are interested in the responses of all students to such questions, you can also have them write for a few minutes about their writing experience, using such questions as prompts. Encourage them to provide candid

responses, anonymous if they desire, so that you can have the best understanding of their writing experiences and formulate the best ways to help them continue to improve.

Readings

As suggested in Unit One, students should be made aware of the final “Readings” section at the beginning of the unit and encouraged to read them whenever they want. If you are going to use them for in-class discussion purposes, do so as students progress through the unit rather than at the end, when they have completed their writing. The essays are among the most interesting and thought-provoking readings in the text and should provide material for excellent student discussions.

Supplemental Materials

The following supplemental materials are related to specific instructional elements provided in Unit Two. You may reproduce them for the use of individual students who may need more work in a particular area or as additional class activities.

Transitional Wording

Insert appropriate transitions in the blanks in the following essay.

Example:

The noise at the Daughtry concert was incredible. In fact, it was the loudest concert I'd been to.

Computer Labs

Writing papers in a college computer lab can be very convenient. _____, you need to follow a few basic steps to have the greatest success. _____, you need to learn how to use the word processing program on the computers so that you can type your papers effectively. _____, you should learn how to add and delete words, move the cursor around, run the spell check, cut and paste sentences and paragraphs, save your work, and print your paper. _____, it is good to know how to change the size and font of your letters and how to change your line spacing from single to double spacing or vice-versa.

_____, you should always use a CD to save your work. You may not always finish a paper at the lab, but if you save your writing on a disk, you can take it home and work on it if you have a computer. _____, saving your papers on a CD allows you to go back and rework a previous paper and _____ keep a record of all your writings for a class.

_____, you need to save your work on your disk at frequent intervals while you type. Computers in a lab tend to have more problems than a home computer because they are all connected to the same system and get a lot of use. _____, it is not uncommon for a computer to "freeze" while you are typing a paper, meaning that the computer won't allow you to continue. _____, if you haven't saved your writing to that point on a disk, you will lose everything you have typed, which can be very frustrating. _____, if you have saved your writing regularly on your disk as you typed, you will not lose anything that you have saved before the computer freezes.

_____, you need to follow a few basic steps to have the most success typing your papers in a college computer lab. _____, if you follow these steps, you will not only be able to complete and print your papers successfully, you will enjoy the experience.

Transitional Wording

Insert appropriate transitions in the blanks in the following essay.

Example

The wind was blowing across the lake. However, it changed directions too frequently for good sailing. Consequently, there were few sailboats on the water by afternoon.

The New Bookstore

The new bookstore in the mall has something for everyone. There's a large children's area full of books. _____, the children's area has stuffed animals and videos. _____, it has a large sitting area with stuffed bean bag chairs and huge floor pillows for children to sit on.

The magazine section of the bookstore has over five-hundred titles. Every subject you can imagine is covered in the magazines, and they are divided by subjects into twenty different sections. _____, there are magazines on music, golf, home design, motorcycles, fashion, computers, movie stars, vacations and travel, and so on. _____, you see a range of people from kids to senior citizens pouring over the magazines. _____, there appears to be a lot more browsing than buying. _____, the bookstore employees never bother people reading magazines nor seem to care whether they buy them.

_____, there is a large music area with thousands of tapes and CD's divided into thirty sections according to the type of music. There are headphones available to listen to the tapes and CD's. _____, the area is often full of teenagers with headsets on in the late afternoon listening to their favorite music. Adjoining the music area is the bookstore cafe, where people read, study, play chess, drink coffee, or have a sandwich or some dessert. _____, you usually see a couple of people napping on one of the café sofas.

_____, there are thousands of books divided by subject into hundreds of sections that cover two stories. Whatever you are interested in, you can find a book on it in the store. _____, the sections are spread out over such an immense area that sometimes it takes half an hour just to find the book you're looking for.

_____, the new bookstore caters to a wide range of people from toddlers to seniors. It is in a great location at the mall, and it has a warm, friendly atmosphere. _____, the prices on the books and CD's are very reasonable.

Comma Usage

Insert commas where they are needed in the following essay.

When the college administration first proposed that a new basketball arena be built on campus most students were not enthusiastic. It wasn't that they didn't like the men's and women's basketball teams which had been quite successful for many years. The problem was the seating arrangement at the current downtown arena and the lack of student seats.

At the downtown arena where the team had played for years eleven-thousand five-hundred of the twelve thousand seats were sold to the general public. That left only five hundred seats for a student body of fifteen thousand so most students never had a chance to get season tickets. In addition the five-hundred student seats were high in a corner of the arena which made viewing difficult. If the new arena was going to have the same discriminatory seating policy the students were not going support it which meant it probably wouldn't get built.

The administration realized they were going to have to make some changes so they proposed that three thousand seats in the new twelve-thousand seat arena be designated for student seating and the student section would be near the floor and the center of the court. The proposal was well received by students and the student council voted to approve the construction of the arena.

The new arena which will be situated adjacent to the student dormitories is located ideally for students to walk to the games which will cut down on traffic and parking congestion. The arena will be a multi-purpose facility although college basketball will be the primary activity and main revenue source for the school. Along with men's and women's basketball the women's volleyball team will also play in the arena and special events such as concerts political rallies and guest lectures will be held. Funded by a state bond individual donors and large businesses the arena will be under construction for two years and the first basketball season in the arena will be in 2009-2010.

Unit Three: *Interests*

Let students know that in this unit, they will be writing about a particular interest of theirs, something they might consider a hobby or pastime. Refer them to the writings at the end of the unit to see what other writers wrote about as well as to the writing samples within the unit. Introducing the writing topic now gives students time to think about possible topics, an important part of the process.

Ask students how writing about a particular interest will be different from writing about a personal experience (Unit One) or a particular person (Unit Two) and how it may be similar. In addition, to create interest, you might ask students to throw out some ideas for possible topics so they can see the range of their classmates' interests and perhaps consider writing about something quite different.

In addition, tell students that they will be using a writing format that writers use frequently for essays, articles, and editorials. Put the term *thesis statement* on the board and ask students what it means and whether they have used a thesis statement in previous writings. Tell them that they will be including a thesis statement in their upcoming paper and that they will learn more about writing *thesis-centered* papers shortly. No more needs to be said now, and you will have piqued at least some students' interest in what lies ahead.

Prewriting

Tell students that in this prewriting section, they will be selecting a writing topic, deciding on a thesis statement for their paper, and listing some ideas that they may use to *support* their thesis statement. The first consideration is selecting a topic.

Topic Selection

Go over the first two paragraphs on topic selection with the class, emphasizing the range of possible choices and the importance of selecting an interest about which they are passionate and knowledgeable. Tell them to consider different choices and in the end, to select an interest that they would most like to share with their classmates.

Prewriting Activity 3.1

Give students some time to come up with the best possible topic. Tell them to select something that they are not only interested in but that might surprise and interest their readers. You may have students pair up and talk about some of their interests, getting input from their partner on what sounds like the most interesting topic.

Thesis Statement

Put some statements on the board like the following, some which are thesis statements and some which are not:

Running on a treadmill is one of the best and easiest ways to get a good aerobic workout.

Running on a treadmill is one of the most boring activities I can imagine.

Treadmills range in price from a few hundred dollars to several thousand.

A friend of mine used to have a treadmill in her dorm room.

A treadmill can be a dangerous apparatus if the user doesn't know what he or she is doing.

Ask students which sentences they think could be thesis statements for different papers and which would not. Based on their responses, ask them what they think a thesis statement is. Ask them why the other sentences are not thesis statements. Finally, point out the very different viewpoints of the three thesis statements and ask how the paper developed from each statement would be different from the others.

Go over the six points in the text on thesis statements, and then ask students the purpose of including a thesis statement in their upcoming papers. They need to understand that the thesis statement is not an "add on" to a paper but an integral part around which the paper develops.

Prewriting Activity 3.2

Give students a few minutes to read the paragraphs and underline the thesis statements in class, and then go over their choices, asking them why they chose one sentence or another.

Thesis statements:

On the whole, on-line registration is much better than the traditional way, and I'd recommend it to anyone.

As I discovered, you can save a lot of money shopping at discount supermarkets, and you don't have to sacrifice quality.

To hear the music that you want when you want to hear it, "You tube" is the best place to go.

I don't know if you'd call it a hobby or sport, but people-watching ranks as one of my favorite activities.

Having lived on the coast for over a year, I realize that coastal weather has some real advantages.

Prewriting Activity 3.3

Have students generate thesis statements in class with volunteers putting some of them on the board. The purpose is to make sure everyone understands that a thesis statement expresses the writer's viewpoint on a topic and that they know how to write one for their upcoming paper.

Prewriting Activity 3.4

As students generate thesis statements for their upcoming papers, it is important to emphasize that the thesis statement expresses exactly how a writer feels about a topic, a statement that she can support enthusiastically in a paper. As they write their statements, circulate about the room to see how they are doing and to look at statements on request. You might also ask volunteers to put their statements on the board so students can see what others are doing.

Generating a thesis statement for an interest-based essay is not difficult, and that is one of the purposes for introducing thesis-centered writing with this particular assignment. Be prepared for some rather "stock" thesis statements for this assignment, such as "Bowling is my *favorite* pastime," or "Rap music is the *best* music there is," legitimate thesis statements which express the writers' viewpoints. In the next unit, as students write thesis statements on different issues, the statements will carry greater weight reflective of the more serious topics.

Making a List

In writing their upcoming papers, tell students that they will be answering the question on readers' minds: *Why* is playing Dungeons and Dragons your favorite pastime? *Why* would you rather listen to classical music than any other? *Why* would you rather spend a Saturday under the hood of an old Chevy than doing anything else? In writing this paper in support of their thesis statement, students are providing readers the *reasons* they find this interest enjoyable. Tell them one way to analyze why they enjoy a particular pastime is to list their reasons for liking it, which they can include in their paper.

For an example (along with the one in the text), put on the board a thesis statement like, "Watching *American Idol* on television is something I look forward to every year." Ask *American Idol* fans in the class some of the reasons they enjoy the show, and list their responses on the board (e.g. the new talent, the judges' comments, the biographical segments on the singers, the weekly eliminations, the music, and so on. From here, students can see how they could develop paragraphs from the reasons on the list, giving them a great start to writing their papers.

Prewriting Activity 3.5

Have students list four or five reasons in support of their topic sentence, and then ask a few volunteers to put their topic sentences and lists on the board to give ideas to students who may be struggling.

First Drafts

Tell students that most essays, including the ones they are writing for this unit, have three parts: an opening, a middle, and a conclusion. For the paper they are writing, ask them what they think would be included in each of those three parts and the purpose behind each part. Tell them that their first draft will include opening, middle, and concluding paragraphs, and that they will learn more about writing them in this section.

Also tell students that this type of organization is common for most writing, and they probably used it to write their papers for the first two units. It is a simple format to follow for writers and their reading audience, and most important is the content that they put into it. Sometimes a textbook will emphasize form over substance, a mistake to avoid. Tell students that if a writer conscientiously follows the opening/middle/conclusion organization and has little to say in his paper, what's the point? The purpose of using a particular form is for readers to follow and understand a writer's ideas most clearly. It is the writer's ideas, not the form, that readers are interested in.

Opening, Middle, and Concluding Paragraphs

Since the following sections on "Opening," "Middle," and "Concluding" paragraphs contain a lot of information, you may want to take up each separately rather than move through all three sections at once. The following suggestions are based on that approach.

Opening or Introductory Paragraph(s)

Go over the five points in the text on opening paragraphs, and then have students try writing an opening paragraph. Have them read the opening paragraph from "Politics" on page 104 to get ideas, and then give them the topic "A Favorite Kind of Food" and a thesis statement such as, "_____ (students fill in with "Mexican," "Italian," "Soul," "Chinese," "Indian," etc.) food is one of my favorites." Then have them write an opening paragraph for a paper on that topic, including the thesis statement at the end. Let them come up with any kind of opening they want to see what they create. When they finish, have several volunteers read their opening paragraphs to the class and ask for responses to each opening. They can learn a lot about opening paragraphs by trying to write one and by seeing what others have written.

Middle Paragraphs

Go over the four points in the text on middle paragraphs, spending some extra time on topic sentences. Tell them that topic sentences are not a textbook creation but rather the kind of sentences that writers often begin their paragraphs with. In other words, the topic sentence is a natural part of the way that writers write, not an artificial construction.

After you have covered the "Middle Paragraphs" section thoroughly, have students write some topic sentences. For example, give them a topic such as "Biology 101" and the thesis statement, "Biology 101 is one of the most difficult science courses for non-majors at the college." Then give them five reasons that Biology 101 is so tough: long reading assignments, difficult essay tests, no late homework accepted, difficult subject matter, and an instructor who lectures too fast. Have them write five topic sentences for the five reasons, putting each reason into sentence form, and then ask how the paragraph beginning with each topic sentence would probably be developed. This is not a difficult assignment, and students will see that once they have generated reasons to support their thesis statement, turning them into topic

sentences isn't difficult.

Concluding Paragraph

Go over the four points on concluding paragraphs with the class. Then move to the sample essay on "Politics," going over the essay one paragraph at a time. Ask students what the writer accomplishes in each paragraph and in the middle paragraphs, and why she may have chosen to write about those particular points. Have them notice how each middle paragraph is developed from its topic sentence and how the middle paragraphs support the thesis statement. Finally, have them analyze the concluding paragraph, how the writer chose to end her paper, and whether the ending is effective given the topic and what has come before.

Drafting Activity 3.6

This activity gives students another example of the type of paper they are going to write. When they conclude the activity, have them identify the thesis statement and topic sentences, discuss how each middle paragraph is developed from its topic sentence, how the middle paragraphs and conclusion support the thesis statement, and how the writer concludes his paper. Now that students have read and analyzed two essays on writers' interests, they should be ready to write their first draft.

Drafting Activity 3.7

Go over the "Drafting Guidelines" with the class, and suggest they read the sample draft in the activity before they write, noting how the writer opens and concludes his paper. Emphasize one writing thought as they begin their drafts: to write about their interest with the same enthusiasm that they have for it.

Revision

When students complete their first drafts, talk about their writing experience with the class. How do they feel about their drafts in general? How difficult was it to write the opening and concluding paragraphs, and how satisfied are they with each? Did they write topic sentences for some or all of the middle paragraphs, and how did the topic sentences help them develop their middle paragraphs? What kinds of changes might they make during the revision process to improve their papers? From such discussions, students understand better the common trials and tribulations all writers share, and the instructor learns more about the students' writing experiences as well as their degree of enthusiasm for what they are doing.

Organization

Tell students that the revision emphasis for this section is on the organization of their papers. Ask them what it means to organize a paper effectively and why organization is a writing consideration. What differences might readers find between a well-organized paper and a less organized one, and how might those differences affect their reading experience?

For their current paper, ask students what organizing considerations there might be as they revise their papers. As an example, put a list of supporting points for a thesis statement on the board and ask students if there might be a more effective order for presenting the ideas in a paper. Have them try out different orders, asking why this or that particular order seems most effective. Point out that there is no one definitive way to organize a writer's ideas, and how a writer ultimately orders them depends on her personal preference and writing purpose.

Thesis statement: Playing computer chess is my favorite late-night activity.

Points for the board: can take back bad moves
 big thrill to occasionally beat the computer
 can reverse roles to see what move computer would make
 learn a lot by playing the "expert"
 love playing the game of chess
 not stressful playing against computer program

Organizing Guidelines

Go over the organizing guidelines with the class, asking which ones apply most directly to their current papers. Point out that the best way to organize a paper is often revealed during the revision process when writers can see better how logically and naturally their ideas fit together and whether moving some paragraphs or sentences around would improve the organization.

Revision Activity 3.8

You may want to pair classmates for this activity so students can bounce ideas off one another. When they finish the activity, go over the students' choices with the class and the reasoning behind them. It should become clear that some organizational schemes are better than others but that there is more than one way to organize a paper effectively.

Suggested order of points (other options possible):

Rugby is a great sport that most Americans know little about.

Originated in Europe
 Basic rules of the game
 Exciting to watch
 Extremely fast, tough sport
 Requires great stamina and running ability
 Individual skills of top players are tremendous

Being an elementary school teacher is a challenging job.

Responsible for children testing at grade level
 Teaching non-English speaking children
 Helping children who have bad home lives
 Discipline problems to deal with
 Endless paper work to fill out from district and state
 Long hours

Revision Activity 3.9

Have students number the paragraphs in the essay and then reorder them by the numbers. When they finish, go over their ordering choices and reasoning behind them.

Suggested ordering of paragraphs (other possible options):

- 2. 7.
- 1. 8.
- 3. 9.
- 5. 11.
- 4. 10.
- 6. 12.

Revision Guidelines

Go over the revision guidelines with the class, pointing out that most of the guidelines can apply to any writing they do. The point you are making is that the revision process isn't substantially different from one paper to the next, that what constitutes good writing remains constant, and that they don't have to reinvent the wheel every time they revise a different paper.

Revision Activity 3.10

Have students read the essay once to get a general feel for it, and then go over it several times, focusing on one or two revision considerations at a time. Have them evaluate the paper thoroughly as a lead-in to evaluating and revising their own drafts.

Revision suggestions (other possible options):

- Paragraph 1. Include definite thesis statement
- Paragraph 2. Improve sentence wording in first sentence. Provide examples after last sentence.
- Paragraph 3. Ok
- Paragraph 4. Describe looks/function of American and European windmills after first sentence.
- Paragraphs 5.6.7. Combine into one paragraph, adding transitional wording to beginning sentences that previously began paragraphs 6. and 7. Combine second, third, and fourth sentences of what was previously the 7th paragraph.
- Paragraph 8. Revise second sentence to improve wording. Delete last sentence of paragraph, which doesn't relate to topic.
- Paragraph 9. Revise third and fifth sentences for wording improvement. Divide paragraph into two paragraphs beginning with the sentence, "One of the highlights of our windmill experiences . . ."
- Paragraph 10. Revise first sentence for wording improvement. Strengthen/develop conclusion - a little weak as it is.

Revision Activity 3.11

Have students take a look at the sample first draft in the activity to see the kinds of improvements the writer made. Then suggest that they read their own draft several times, applying a different guideline each time. Finally, have students exchange drafts with a classmate to get a reader's input. At this point, you may know enough about your students' writing strengths to pair them in ways that will help both students get some useful suggestions. You might also have students exchange papers twice to get a second reader's opinion.

Editing

As students gain more experience with each unit proofreading their papers, their editing process should grow swifter and more focused. Students should be making fewer errors and honing in more successfully on the kinds of errors they most commonly make.

Subject-Verb Agreement

Tell students that the new editing emphasis for this section is on subject-verb agreement. Put a couple of sentences on the board with two verb form choices, one where the correct verb form is obvious, the other where it is less so:

The smell of burning oil (fill, fills) the air.

The smell of burning oil from the nearby refineries by the boat docks (fill, fills) the air.

Ask them why they think the correct verb form ends in “s” in both sentences, and why the correct form in the second sentence is more difficult to detect than in the first one. Tell them that it is sentences like the second one - where the subject and verb are separated by a number of words- that cause writers some agreement problems. These are the kind of sentences they will be focusing on in this section. Finally, ask them the correct verb form if an “s” is added to “smell” in each sentence, and then to come up with a basic agreement rule for when a verb should end in “s” and when it shouldn’t.

Subject-Verb Agreement Rules

Go over the rules on subject-verb agreement with the class, emphasizing points 4., 5., and 6. Most students have few problems with subject-verb agreement other than with more complex sentence structures, and the basic rules are something they have probably heard many times.

Editing Activity 3.12

The purpose of this activity is to make sure that students can recognize subjects and verbs in their writing so that they can proofread their sentences for agreement problems. Go over the students’ responses when they finish, including asking them why a particular verb ends or doesn’t end in “s.”

Editing Activity 3.13

Follow the same procedure as with Editing Activity 3.12.

Editing Activity 3.14

This activity is considerably more challenging than the previous two, and it also parallels the kind of proofreading situations they will face with their own writing. When students finish making corrections, go over the sentences with them so that they can see the kind of “detective work” needed to determine the correct verb forms in more challenging sentences.

Agreement Corrections:

The foul smells *spread* and *leave*

No person *is* to blame
 Garbage collection *occurs*
 Combination that *comes*
 Milk products that *sit*
 The garbage bin *is*
 The answer *is*
 The city *collects*
 That *makes* little sense

Editing Review Activity 3.15

Whether you assign this editing review as a class assignment or on an individual basis depends on your students' needs. Anyone who has problems with run-on sentences, comma splices, irregular verb forms, or correct comma usage can benefit from the review activity. Anyone who doesn't have such problems is wasting time that could be used on editing his draft.

Corrections:

1. Delete period after "semester," small "a" on "As" in first line.
2. Comma after "which" in third line.
3. Comma after "9:00 a.m." in fourth line.
4. Comma after "campus" in second paragraph, first sentence.
5. Comma after "them," fourth line of second paragraph.
6. Period after "difficult," comma after "students" in fifth line.
7. Replace "taked" with "took," first sentence of third paragraph.
8. Period after "campus," comma after "lots" and "spaces" in second line of third paragraph.
9. Comma after "lots" and "zones" in third line of third paragraph.
10. Comma after "it" in fourth line of third paragraph.
11. Add "and" after the comma after "chance" in fifth line of third paragraph.
12. Comma after "Finally," replace "done" with "did," period after "crunch" in first sentence of last paragraph.
13. Comma after "cost" in second line of last paragraph.
14. Delete period after "campus," small "a" on "And" in third line of last paragraph.
15. Commas after "markedly" and "relaxed" in fifth line of last paragraph.

Editing Guidelines

Go over the editing guidelines with the class, suggesting they proofread their drafts for one type of error at a time and focus in particular on the kinds of errors they most frequently make.

Editing Activity 3.16

Have students proofread their papers in class so that a mother or older brother isn't doing their editing for them at home. Then have students exchange drafts to get more proofreading practice and perhaps find an error or two that the writer didn't catch. Finally, have students write their final drafts to share with their classmates.

Writing Summary

This section gives students an opportunity to write independently without interruptions for instructional activities. Go over the section with them, including the different kind of assignment: writing about something they *aren't* fond of doing. Point out the drafting, revising, and editing guidelines, and then turn them loose to work. Tell them that they will be turning in their prewriting work and all drafts to you. When they finish the papers, do a class read-around so each student gets her paper read by a number of classmates, and based on the students' responses, read some of the more interesting papers to the class.

Next, have a discussion of students' writing experiences, or have them write about the experiences, by asking questions such as the following: How do you feel about this last paper compared to the first one you wrote on an interest? How are the papers similar and how are they different? How did your prewriting work help prepare you to write your first draft? Did you consciously begin your middle paragraphs with topic sentences? How do you feel about the opening of your paper? About the conclusion? What kinds of revisions did you make to your first draft? How do you feel they improved your paper? What kinds of errors did you catch and correct when you proofread your paper? Do you feel your final draft is error-free? How do you compare this writing experience to the first one for the unit? What have you learned in this unit that has helped you improve your writing?

Of course, your own evaluation of the students' writing is the best indication of the progress that they are making and the effectiveness of their writing. Hopefully you are seeing growth in their writing skills that is attributable at least in part to the things they are doing in the course. After you have read and evaluated their papers, this is a good time - half way through the text - to have scheduled office conferences with students (if you haven't done so already) to go over their papers and discuss the improvement they are making and the things they need to continue working on. This also gives you a chance to talk individually with students about their writing experiences for this course, what they are enjoying or aren't enjoying, and what they feel has been most helpful or least helpful in furthering their writing development. If they have any particular problems or concerns regarding the class, they would have a chance to voice them.

Readings

Hopefully the readings at the end of the unit have gotten some use as students worked through the unit. Along with students reading them for their content, the essays can be analyzed in a number of areas: openings and conclusions, thesis statement, topic sentence use, paragraph development, use of descriptive detail, inclusion of thoughts and feelings, sentence wording, use of transitions, paragraphing, and organization of ideas. You might refer students to a particular essay several times during the unit as they deal with different instructional elements in their writing.

Supplemental Materials

The following supplemental materials are related to the instructional elements provided in Unit Three. You may reproduce them for the use of individual students who may need more work in a particular area or as additional class activities.

Thesis Statements

For practice generating thesis statements, write a thesis statement for the following topics that reflects your opinion on the topic.

Topic: tattoos

Thesis: Body tattoos are an expression of individuality and artistic freedom.

1. **Topic:** low rider cars

Thesis:

2. **Topic:** alternative rock music

Thesis:

3. **Topic:** professional football

Thesis:

4. **Topic:** trying minors who commit murder as adults

Thesis:

5. **Topic:** natural child birth

Thesis:

6. **Topic:** student financial aid

Thesis:

7. **Topic:** the cost of college textbooks

Thesis:

8. **Topic:** decriminalizing marijuana

Thesis:

9. **Topic:** Japanese-made cars

Thesis:

10. **Topic:** using monkeys for medical research experiments

Thesis:

Essay Organization

Reorder the paragraphs in the following essay to improve its organization.

Working on Cars

To me, working on cars always seemed like a big hobby for guys. I remember my dad out working on the car on weekends when I was growing up, the hood up, his head stuck under it for hours. I heard about things he did to the car, like change the plugs, rebuild the carburetor, or grind the valves, although I didn't know what any of it meant. I assumed that working on cars was something most guys did, so I interviewed some people to find out. To my surprise, most guys don't really know how to work on cars, and those that do learned from their dads. Working on cars seems to be mainly a hobby of the past.

There are other reasons guys don't work on cars so much, according to those I interviewed. Most of the newer model cars from the 2000's have really good, reliable engines, and they don't need much work on them. "If you buy one new," said one guy, "you get a warranty for a 30,000 mile tune-up by the dealer, so you don't need to spend any money on your car for the first two years or so." Cars don't break down as often as they used to, so there's not so much need to work on them. In addition, with the "quicky lube and tune-up" shops, which seem like fast food restaurants for cars, you can get a basic tune-up and servicing for a reasonable price, much less than at a dealer, so guys figure why do it themselves when they can get it done cheaply. Finally, cars are more difficult to work on today because everything is computerized, so you need a lot more special knowledge than you used to. Most guys don't know what they need to, according to those I interviewed.

Working on cars is also something fathers and sons do together. Most of the guys that worked on cars say they learned from their dads, and that they still work on cars with their dads sometimes. They started out as little guys hanging around their dads and watching them work, or handing them a screw driver or a wrench. As they got older, they learned how to do things, and working with their dads became like a father-son hobby. "I looked up to my dad for being able to fix up cars," said one guy, "and I wanted to be like him." Another guy said, "We didn't have a lot of money, so we could never afford to take a car to a garage. My dad learned to fix cars because he had no choice, and he saved a lot of money."

In fact, it seemed that the more education there was in the families, the less chance there was that a guy worked on cars. If the dad of someone I interviewed was like a school teacher or an accountant, in most cases his son didn't work on cars. Of the guys that did work on cars, most of their dads didn't go to college. It seems that if someone can afford not to work on his own car today, he doesn't. Guys today seem to think working on cars is work rather than a hobby to enjoy.

Of course, most guys know how to change the oil or change a flat, and some girls do too. However, to me that doesn't qualify as "working on a car." When I asked guys if they ever changed the plugs or tuned up an engine, most of them said no. They never took shop classes in high school or learned from their dads, so they knew little about car motors and taking care of them. Some of them seemed a little embarrassed that they didn't know, like they weren't doing the guy thing they should be doing.

Guys who do work on cars take a lot of pride in it. They like the feeling of making their car run

more smoothly or fixing something that wasn't working right. They enjoy taking engines apart and putting them back together. One guy said, "I like it because it's something I can do well. It's something I can do that a lot of other guys can't." Another said, "Working on cars relaxes me. I just take my time and don't worry about anything, and I get absorbed in the job." In fact, when one guy doesn't have anything to work on with his own car, he goes to his friends' houses to find out if they have any problems. "I just like working on cars," he said.

Most of the work getting done on cars, it seems, is on older cars that are American made, like cars from the seventies or eighties. There are still a lot of them on the road, and there are still some guys out there who enjoy working on them. But overall, most guys today don't work on cars, and it's not a hobby like it was with my dad and a lot of his friends. It seems like as a hobby, working on cars is not very popular, and if a guy can afford a newer car, he figures he's not going to have to work on it anyway. I still think a guy should know enough about a car to fix it if he has to. I learned that from my dad.

Subject-Verb Agreement

Fill in a present tense verb(s) in each sentence that agrees with its subject.

Example The tulips in front of the school brighten the landscape.

The tulip in the tall vase brightens the kitchen.

1. The campus library on the northeast corner in front of intersecting “R” and Reed Avenues _____ little student use.
2. The other smaller libraries on the campus _____ in good locations where plenty of student traffic _____.
3. However, the “library of the avenues,” as it is referred to, _____ in a secluded corner of campus, a great distance from where most students on campus _____ their classes.
4. Therefore, most students who _____ their classes in the main part of campus _____ reluctant to walk fifteen minutes to the library of the avenues.
5. Students who _____ frequent the northeast library often _____ their bikes across campus and _____ them in the stalls in front of the library.
6. Unfortunately, not too many students _____ bicycles on campus, so the majority of study tables in the library _____ unused, and the computers in a back room of the library behind the periodical room seldom _____ used.
7. For the student who _____ frequent the northeast library, there _____ state of the art computers, thousands of new books, and plenty of places to study.
8. The library of the avenues, despite having the worst location of the three libraries, _____ the newest and best stocked shelves, so students who _____ the long trek across campus _____ the services it _____.
9. Migrating ducks that _____ time on campus in the winter also _____ the large pond in front of the library, which _____ over one hundred ducks every winter.
10. The joke is that there _____ more ducks in the pond than there _____ students in the library, but it’s not much of a joke to the campus administrators who _____ chided regularly for placing the library in such an isolated location.

Unit Four: *Beliefs and Values*

In Unit Four, the writing focus shifts considerably. To this point students have been writing about their lives: experiences, people who have influenced them, their personal interests. Beginning with this unit, they begin writing about issues that may affect them as well as others. While their personal experiences may influence how they feel about a particular issue and provide support for their viewpoint, they no longer dominate the writing.

When students move from experience-centered to expository writing, instructors often see what appears to be a regression in writing skills. Students who have no trouble writing fluently about their experiences and interests may write haltingly and awkwardly about a particular issue, a result of the more complex thought processes and vocabulary involved in expository writing. While many students remained in their writing comfort zone during the first units, many move beyond it in this unit, an important step in their continuing development as writers.

One assuring aspect of this writing assignment is that students will use the same format they used for their last paper: thesis statement, thesis support, opening, middle, and concluding paragraphs, and topic sentences. The thesis-centered essay was introduced in the last unit so that students would be familiar with it when they wrote their issue-oriented papers, allowing them to focus more intently on their content.

To help students understand the difference in the kind of writing they are doing for this unit, put two writing topics on the board, one experience-centered and the other issue-centered:

My first meeting with a college counselor
College counseling: an invaluable part of a student's success

Ask students how the two topics are different and how they would produce very different papers. Ask them which of the two they feel would be most challenging to write about and why. Also ask them how they might use some of the material from the first topic to help them write the second paper. Finally, tell them that the second topic is representative of the type of writing they will be doing for this unit, where they will take a position on a particular issue and support it in their paper.

Tell students they will be writing on an issue of interest to them that people have different opinions on. Ask them to start thinking about issues from different areas - sports, education, music, health, their college, community, or state, etc. - that might interest them. Also tell them that their reading audience for this paper may be someone other than their classmates, depending on their topic and their writing purpose. They will decide on the most appropriate reading audience and writing purpose as they prepare to write their papers.

Tell students that writing on an issue presents new challenges. Some of their reading audience may not agree with their viewpoint on the topic, and they will try to convince them otherwise. To do that, they will need to come up with the best possible support for their viewpoint, which may take some serious thought and planning. Tell them the purpose of the writing assignment is to help them continue to develop their writing skills, which requires doing different kinds of writing.

Finally, suggest that they read the essays at the end of the unit to get a better idea of what writing about an issue entails, and to see the topics other writers chose and what they did with them.

Prewriting

Tell students that during the prewriting phase, they will decide on a topic and generate a thesis statement and some supportive points for their thesis, which they also did in the previous unit. Tell them that the format for their paper will be similar to the papers they wrote in Unit Three and include a thesis statement, thesis support, opening, middle, and concluding paragraphs, and topic sentences.

Topic Selection

Topic selection is a critical part of writing an effective issue-oriented paper. Go over the four points on topic selection with the class and then put on the board three or four areas from which students may select topics, such as “sports,” “music,” “your college,” “foreign affairs.” Taking one area at a time, ask students what issues they are aware of that people have differing opinions on. Examples from each area might include, “Should college football have a playoff system?” “Should people be able to download music free on the Internet?” “Should students have to pay for on-campus parking permits?” “Should the US withdraw the military from Iraq?”

As students come up with issues, determine as a class whether they are issues that people have differing opinions on, an important criterion for topic selection. For example, a topic like, “Smoking is bad for your health” is not something many people would disagree on, so it wouldn’t be appropriate for this particular assignment. However, people do disagree on the best way to stop smoking, so a topic such as “The best way to stop smoking forever” may work.

Brainstorming

To generate a number of possible topics for their paper, students will *brainstorm* to get some ideas on paper. Explain to students what brainstorming is, emphasizing the spontaneous, freewheeling nature of the activity, with students writing down anything that comes to mind.

Prewriting Activity 4.1

You might have students pair up or work in small groups, the goal being to generate as many topics as possible within a certain amount of time. Tell students to write down whatever issues come up without evaluating them. When they finish, you might put a number of the issues on the board and have students apply the topic selection criteria to each issue. The purpose is for students to see the kinds of topics that are appropriate for their papers, i.e. issues where people’s opinions differ, and to consider what they may want to write about. In addition, tell students that ideally, each of them will select a different topic, creating an interesting variety of papers for the class to read.

Prewriting Activity 4.2

Tell students that you want to see and approve their topics for their upcoming paper for two reasons: first, to make sure they have selected an appropriate topic for their issue-oriented paper, and second, to make sure that they aren’t writing on the same topic as someone else. Some students may have to choose an optional topic if their first choice is taken. In addition, emphasize that this is not a research paper, so they need to pick a topic about which they are knowledgeable.

Thesis Statement

That students have already been introduced to thesis statements and written thesis-centered papers in the last unit is a benefit for their new assignment. Remind them that the thesis statement for their upcoming paper will reflect their *viewpoint* on the topic: what they believe about it. Put a few issues on the board that students aren't writing on and have them come up with a thesis statement for each, including statements reflecting differing viewpoints on the same issue. For example, you might put on the board the topic, "Legalizing marijuana smoking," and ask students what differing viewpoints people may have on the topic (e.g. it should be legalized, it shouldn't be legalized, it should be legalized only for medical use, smoking should be decriminalized but not selling marijuana).

Prewriting Activity 4.3

Have students look at the sample thesis statements in the activity, and then emphasize that the thesis statement they generate should reflect exactly how they feel about the subject, expressing a viewpoint that they can support wholeheartedly in a paper. Take a look at the students' thesis statements to make sure they are on the right track.

Thesis Support

To introduce the topic of "thesis support," tell students to begin thinking about how they are going to convince readers that their viewpoint on the issue is the most reasonable, sensible, or logical. Tell them that some people in their reading audience will have a different viewpoint, or at the least will not embrace the writer's viewpoint unquestioningly. How are they going to convince these people to change or open their minds?

For an example, put the topic "Gun Control" on the board and the thesis statement, "A Federal law should be passed banning the sale of handguns in the US." Tell the class that for this example, they all support the thesis statement and want to write to an audience who is against gun control to try and change their minds. Ask them what they could write to convince people that handguns should be banned. How could they reach readers who believe that they need handguns in the house to protect their family? How could they reach readers who believe that if such a law were passed, only the "bad guys" would have guns with everyone else at their mercy? The purpose of the activity is for students to begin thinking about the kinds of things they might include in their issue-oriented paper and how they might best influence their reading audience.

Go over the six points on thesis support in the text and the example on "tuition increase" in the three subsequent paragraphs, asking students what impact they feel this or that supporting reason would have on a board of trustees. Again, the purpose is to get students thinking from a reader's perspective in analyzing the effectiveness of the thesis support.

Making a List

Tell students a good way to develop supporting ideas for their thesis statement is to make a list of the reasons that they believe as they do. They may discover that they have some good ideas to support their position or that it is based on rather scant support, which could mean either finding another topic or coming up with more ideas.

Prewriting Activity 4.4

Go over the sample list in the activity with the class, and then tell them to list all of the ideas that come to mind that could support their thesis statement in some way. Later they can evaluate their relative value and decide what to include in the paper.

Opposing Arguments

Tell students that one of the best ways to get readers to agree with them is to undermine the readers' reasons for believing as they do. For example, in the previous paragraphs on a tuition increase at the college, the board of trustees' major concern was generating more money to address the increasing costs of running a college. No matter how strong a writer's arguments were against a tuition increase, if he didn't address the trustees' main concern - generating more income - the arguments may fall on deaf ears. However, by acknowledging the legitimate concern the trustees had about raising revenue and pointing out other ways to address the revenue problem, he may get the trustees to think about other options.

Prewriting Activity 4.5

Go over the sample opposing arguments and counters with the class. When students complete the activity, have some of them put their topics, thesis statements, opposing arguments, and counters on the board for students who may have struggled with the activity. This activity forces students to view their topic through their most skeptical readers' eyes, a good vantage point from which to write and revise their papers.

First Drafts

Tell students that two of the main writing considerations for their upcoming paper are covered in this section: audience and purpose. Ask them why they think these considerations are particularly important when writing an issue-oriented paper. Tell them that they will be deciding on the most appropriate reading audience for their paper and on their purpose in writing to them.

Audience and Purpose

For students to understand how audience and purpose are linked writing considerations, put a topic on the board such as “Sexually Transmitted Diseases among Teens,” and the thesis statement, “The alarming increase in STDs among teens must be reversed.” Ask students if they were writing on this subject, who their reading audience should be: the people who most need the information and can help reverse the trend (e.g. teenagers and their parents). Second, ask them what their main purpose(s) would be in writing to these people (e.g. to educate them on the problem and to get teens to stop sexual activities that put them at risk). Students can see that the reading audience and the writing purpose go hand in hand.

Reading Audience

Go over the three points on reading audience with the class, emphasizing your intent of getting the students’ papers into the hands of their reading audience, whether it be through a letter to the editor of a local or the school paper, a letter to the college trustees, an essay delivered to freshmen students at a local high school, or a blog on the Internet.

Drafting Activity 4.6

In addition to selecting an audience, have students consider the best way to reach that audience, as shown in the examples in the activity. When students finish, ask volunteers for their topics, their reading audiences, why they chose that particular audience, and the best way to reach them. Suggest a change in audience only if the readers a student is considering would hold the same opinion as the writer, such as writing an anti-gun control paper for NRA members.

Writing Purpose

Ask students why they think it is important to have a purpose for writing to their intended audience. In addition, ask them what they think some different purposes could be in writing an issue-oriented paper for a particular audience.

Introduce the term *tone*, explaining what it means within the writing context and how it relates to audience and purpose. Since students understand *verbal* tone, such as the tone of voice they might use to persuade their instructor to extend the deadline for paper completion, explain that *writing* tone is to writing what verbal tone is to speaking.

Go over the four points on writing purpose in the text and then put one example on the board before students do the next activity, having them determine the purpose and tone of a paper on the topic.

Writing Topic: College cafeteria food

Thesis: As long as the cafeteria’s food choices are so limited, most students will eat off campus.

Audience: The cafeteria staff, the college president, and the trustees
 Purpose:
 Tone:

Drafting Activity 4.7

Have students go over the sample responses in the activity before deciding on their purpose and tone. Then have some volunteers share their topic, purpose, and tone with the class.

Drafting Activity 4.8

Since issue-oriented writing may be new to some students, have them analyze the draft in this activity prior to writing their first draft. The purpose of the activity is for students to gain a better understanding of issue-oriented writing and to see how one writer tried to convince her readers to take action on the issue.

Possible responses to questions:

1. Introduces her topic, presents the two different viewpoints that people hold on the issue, and presents her viewpoint in the topic sentence: Now is the time to build the downtown lake.
2. Shows the current situation of the downtown area: no reason for people to go there. Her purpose is to show that something needs to be done, like building the lake.
3. Supporting points: a lake and its amenities would attract people; large water features in other cities have been successful in attracting people; people would move downtown to live in lake-front condominiums; businesses would relocate downtown once people started frequenting the area and living there. Topic sentences: first sentence of each paragraph.
4. Opposing point: Nothing else has worked and this won't either. Counter: Nothing as dramatic or exciting has been tried. Opposing point: Money would be better spent providing services to the suburbs. Opposing point: Abandoning plans to revitalize the downtown will kill its center, and the city will have no identity.
5. Writer makes it clear that people who support the lake need to get involved and influence the city council. Her purpose is to get people active so the council will approve building the lake.
6. The tone is serious and intent, showing how important the writer thinks the topic is.

Drafting Activity 4.9

Go over the drafting guidelines with the class, pointing out that the format is similar to what they wrote for the last unit: opening, middle, and concluding paragraphs, thesis statement, thesis support, and topic sentences. After reading and analyzing the sample paper and doing considerable prewriting work, they should have a good sense of how to proceed.

Revision

Before beginning the revision process, ask students about their drafting experience. How difficult was it to write on an issue-oriented topic? What problems, if any, did they encounter? How did they use their prewriting work in writing their draft, and how useful was it? How do they feel about their first drafts, and what do they feel they did best? What improvements might they make during the revision process? It is beneficial for students to know what other writers went through in writing their first drafts and also to reflect on their own experience. The discussion also helps the instructor better understand the students' writing experience and their attitudes towards it.

Substantiating Claims

The main revision focus for this section - substantiating claims - will not register with students until they understand exactly what it means. Tell them, however, that they have no doubt already substantiated some claims in their draft, and that this is not a foreign subject to them.

To aid their understanding, put some topic sentences on the board that present supporting points for the following thesis statement:

Thesis statement: Illegal aliens are a benefit to the U.S., not a liability.

Topic sentences: They help the economy through consumerism.

They provide a cultural diversity which enriches the country.

They do the kinds of work that most Americans are unwilling to do.

They commit fewer crimes on average than American citizens.

They bring a strong work ethic, which helps strengthens the country.

Tell students that each of the topic sentences is a *claim*: a statement the writer presents as being true. However, do we know if any of the claims are true? Obviously, that the writer makes the claims doesn't mean that they are valid or that we should accept them. However, they may all be true, but it is up to the writer to convince us.

This is where *substantiating claims* comes in. If you make a particular claim in your paper, you need to *substantiate* it by providing some kind of evidence that it is true. For example, what kind of evidence might a writer present to substantiate the claim that illegal aliens help the economy? How can she convince readers that cultural diversity "enriches the country?" What evidence can she provide that illegal immigrants do work that Americans won't do? How can she prove to readers that illegal aliens commit fewer crimes? Finally, how can she convince readers that illegal aliens have a strong work ethic?

To put it simply for students, substantiating claims merely means backing up what you say with the best evidence you have so readers are most likely to believe you.

Now that students have some understanding of what substantiating claims means, go over the example in the text on the college changing the class drop date. Emphasize that it is not for

readers who agree with you that you need to substantiate your claims. It is for the readers who may not agree with you, or who need convincing, which form the majority of your reading audience.

Next, go over the three points in the text on substantiating claims, which provide a number of examples to further the students' understanding. Point out the different kinds of evidence that writers use to substantiate claims, including personal experience. Tell them that since this isn't a research paper, the evidence they provide to support their claims will come primarily from their own experience and knowledge.

Revision Activity 4.10

You might make this an oral class activity to make sure everyone understands what a claim is and how to substantiate it. First, ask what claim the writer is making in each paragraph. Next, analyze the types of substantiating evidence provided to support each claim and their effectiveness. From the paragraphs, students can see that there are different ways to support a claim and that providing such evidence is an important part of paragraph development in an issue-oriented paper.

Revision Exercise 4.11

This is a useful activity since students will soon be looking for unsubstantiated claims in their own writing as they do here. When they finish, go over their responses as a class, including the types of evidence the writer might use to substantiate the claims.

Unsubstantiated claims:

One problem is that students don't like studying in the library. (Provide personal experience, the experience of other students, and the fact that very few students use the library to study.)

In addition, the library's strict rules don't help the situation. (Give examples of the rules and why they have a negative effect on student library use.)

Finally, with most students having Internet access, there is little need for the library anymore. (Provide personal experience and the experience of other students in using the Internet as a resource rather than the library, and how there is virtually nothing in the library that students can't get on-line.)

Revision Activity 4.12

Since students have been working a lot on substantiating claims and it is fresh in their minds, make that the first revision priority, having students read the drafts to see what claims they made, how well they substantiated them, whether there are any claims that need substantiating, and what kind of evidence they might provide. Have them work on this in class so you can answer questions as they pour over their drafts. You might also have volunteers put a few unsubstantiated claims that they find on the board and discuss what kinds of evidence they might use.

You should also point out that there are some universally accepted claims, or truths, that don't require substantiation because readers believe them. For example, statements like, "The issue of

illegal immigration has been addressed by every presidential candidate,” or “The majority of illegal aliens enter the U.S. through the borders of Southwestern states,” or, “The majority of American’s illegal immigrants come from Mexico and Central America,” are not statements that many readers would dispute.

After students have revised their drafts to substantiate claims, go over the rest of the “Revision Guidelines” and have students apply them to their drafts to complete the revision process. In addition, have them take a look at the kinds of revisions the writer made in the sample draft on the downtown lake project.

Although the text doesn’t require it, it would be a good idea to have students exchange revised drafts to get a reader’s opinion, or a couple of readers’ opinions, on how effectively the writer has supported her thesis and influenced her reading audience. Have readers provide further revision suggestions for improving the drafts before students write their revised drafts.

Editing

Tell students your intent of getting their papers into the hands of their reading audience and the importance of their providing an error-free final draft for such “publication.” Tell them the new grammar consideration for this section is the correct use of pronouns, which they will add to their growing list of editing guidelines which now includes run-on sentences, comma splices, irregular verbs, comma usage, and subject-verb agreement.

Pronoun Usage

Tell students that while writers do make errors in pronoun usage, fortunately the most common errors fall within narrow areas, such as subject pronouns with compound subjects or pronoun-antecedent agreement with indefinite pronouns as antecedents. These are the type of pronoun problems addressed in this section, which should be most beneficial to students.

Subject Pronouns

Errors in subject pronoun usage are not uncommon. However, such errors are among the most easily corrected, and it will not take students long to figure out how to select the correct subject pronoun every time.

Put a couple sentences on the board with subject pronoun choices, the first with a single subject and the second with multiple subjects:

(I, Me) am interested in applying for a job in the tutorial center.

Tricia, Malcolm, Amy and (I, me) are interested in applying for jobs in the tutorial center.

Ask students for the correct pronoun choice in the first sentence, and of course everyone will agree that “I” is correct. However, with the second sentence, some students will waver in their choice since “me” at the end of a compound subject is commonly used in speech and does not sound as bad to some people. For students who are uncertain, provide them the one full-proof method for selecting the correct subject pronoun form, asking, “If Tricia and Malcolm were not a part of the sentence, would you say, ‘I am interested’ or ‘Me am interested?’” Of course, they will say “I.” Tell them, “Whenever you are doubt of what pronoun to use with a compound subject, cross out in your mind all but the pronoun in question and decide which form sounds best as a single subject.” If students do that, they will seldom go wrong.

To have them test the method, put on the board the sentence, “Samuel, Isaac, Freda, and (them, they) went to Blockbuster Video to rent a couple movies.” Ask students to use the cross-out method to determine which subject pronoun is correct. They will agree that “they went” sounds much better than “them went.”

Go over the five points in the text on subject pronoun usage, and then students should be ready to handle the subsequent activity with little problem.

Editing Activity 4.13

Give students a few minutes in class to do the activity and then go over their responses. If there

are any problems, have them apply the cross-out method to determine the correct pronoun form. Students will do quite well with the activity, and a reminder to check their subject pronouns when they proofread their drafts for errors should ensure their using the correct forms.

Pronoun-Antecedent Agreement

Since “pronoun-antecedent agreement” may sound more daunting than it is, put some examples on the board to help students understand what it means:

Sarah brought _____ poodle to art class.

Most students type _____ papers at one of the school’s computer labs.

Ask students what the correct pronoun is to complete each sentence, which they will have little trouble providing. Next, ask them why they chose “her” and then why they chose “their.” Explain to them that “Sarah” is the antecedent for “her” (the antecedent being the word the pronoun replaces), and “students” is the antecedent for “their,” and then ask them to come up with some basic rules for pronoun-antecedent agreement. With a little thought, they should be able to provide the basic rules, which is a good way to remember them.

Next, go over the four points in the text on pronoun-antecedent agreement, spending extra time on 3. and 4., the pronoun-antecedent situations which cause writers the most problems. Then students should be ready to move directly to the next activity.

Editing Activity 4.14

Tell students to locate the antecedent(s) in each sentence, determine its number and gender, and then make the correct pronoun choice. When they finish, go over their responses with the class, and where there are problems, refer them back to the rules that apply to those situations.

Editing Review

Each “Editing” section has an “Editing Review” component that provides students with additional proofreading practice in the grammar usage and punctuation areas covered in previous units. Whether all students or some students do the review activities at this point depends on their error-correction needs. The activities provide good practice for students who are still struggling in any of the areas that are covered, but they certainly aren’t necessary for students who rarely make these kinds of errors.

Editing Activity 4.15

Suggest to students that they read the paragraphs several times, each time looking for a particular kind of error. For example, they could start with comma usage, inserting commas within the sentences where the comma rules require them. Then they could move to looking for any run-on sentences, comma splices, or sentence fragments, and so on. To pique students’ interest, tell them that there are around twenty errors to catch, which includes the insertion of commas. This provides something of a challenge and also lets students know that they will have to proofread carefully to find that many errors. There may be few students who find and correct them all.

Editing Activity 4.16

Go over the “Editing Guidelines” with the class, suggesting that they proofread their papers several times, each time looking for a different kind of error. Also encourage them to focus most intently on the kinds of errors they have made in previous papers. Have them proofread in class so you are available to help students with questions as to whether this sentence is a run-on or that sentence needs a comma.

Editing Activity 4.17

It never hurts to get a second opinion on error detection, so have students exchange papers and proofread one another’s drafts. After any errors have been detected and corrected, have students write the final draft of their papers.

Since this is intended to be a “real” writing assignment, make plans for students to get their papers to their reading audience (or some portion of it). If an audience is high school students, you could arrange for the essay to be distributed through English classes to students at a local high school. If an audience is college students, you could arrange for a similar distribution process at your college.

Other audience forums may be “letters to the editor” of the school or local newspaper (which may require downsizing the essay to meet maximum word requirements), letters to local school board or city council members, administrators or teachers, or letters to state assemblymen or senators. Whatever a student’s reading audience, figure out the best way for audience members to read the paper and a way for them to respond to the writer. In addition, have a read-around in class as you have done with previous papers so that classmates will have the chance to read one another’s papers.

Writing Summary

The issue-oriented paper is probably the students’ most challenging writing task to this point, and it would benefit them to write a second paper. They have learned a great deal about writing an effective issue-oriented paper, and now they can apply what they have learned to a second paper. Since students are writing the paper and working through the writing process independently, their final writing products will give you a good idea of the progress they have made in this unit and the things they need to work on to continue their writing growth.

Go over the writing assignment and various guidelines with the class, making sure they understand their writing charge before turning them loose. As with previous papers, ask them to turn in their prewriting work and all drafts to see how their papers developed and ensure that they did the work. As with the previous paper, tell them that the intent is to get the final draft into the hands of their reading audience.

When they finish their papers, make plans to distribute them in some form to their reading audiences and also have a read-around within the class. In addition, have a discussion on their writing experience similar to what you have had after previous unit-ending papers. Find out how the writing process went, what they found within the process most helpful for writing their papers, the kinds of revision and editing changes that they made, any problems they may have had, how they compare these papers to the first ones they wrote for the unit, and so on. Such discussions help students to think and respond as writers and help the instructor understand what is really

going on within the students' writing processes.

Readings

No doubt you found uses for these end-of-unit essays as students worked through their papers, including some good discussions. If you have not done so already, ask students if they read the essays on their own, when they read them, and for what reasons. Also ask them what they thought of the essays, in what ways they were useful, and whether they think having essays like these in the units is worthwhile. Their comments may help you make use of the essays most effectively in the upcoming units as well as with future classes.

Supplemental Materials

The following supplemental materials are related to specific instructional elements provided in Unit Four. You may reproduce them for the use of individual students who may need more work in a particular area or as additional class activities.

Analyzing an Issue-Oriented Essay

With a partner, analyze the following essay. How convincing are the writer's arguments in support of his thesis? What unsubstantiated claims does he make that you question? What arguments leave a positive impression? Is there any weak or illogical reasoning in the paper? Does the writer counter any opposing arguments? Overall, how effectively does the writer make his case?

Gun Control

There are people who believe that if there was more gun control in America, there would be less violent crime. These gun-control advocates want to pass Federal legislation to ban or severely restrict the sale and possession of guns. This would be a big mistake for all Americans, and if strong gun control laws were ever passed, America would be a more dangerous place, not a safer place, to live.

If gun control laws were passed, who is going to abide by them, the law-abiding citizens or the criminals on the streets who commit the violent crimes? While law-abiding citizens would give up their guns, the criminals would give up nothing and arm themselves to the teeth. With no guns to protect their homes or families, all law-abiding Americans would be at great risk from the criminals who would have all the weapons.

In addition, if guns were no longer available in stores, law-abiding citizens would have no access to them. However, if guns were not for sale legally, the black market gun dealers would make a killing. Any criminal who wanted a gun could get his hands on one. After all, drugs like heroin or crack cocaine aren't sold in any stores, but anyone who wants to buy either can get it illegally with no problem. The same would be true with guns. The bad guys would get their weapons and the good guys would go without.

In addition, there are millions of Americans who own hand guns or rifles for hunting or recreational activities like skeet or target shooting. Why should these people have to give up their hobbies and their guns? They aren't hurting anybody, and it isn't fair that they are singled out. If you take away a hunter's gun, why not take away another hunter's bow and arrow and a fisherman's fishing pole? Why discriminate against just one kind of sportsman?

If someone breaks into my house, I want to have the ability to protect my family. If an armed intruder wants to kill my family, I am defenseless without a gun. If Americans can't have guns in their homes, the increase in violent crimes against all Americans would be dramatic, and no one would be safe in his home. The government has no right to take away my ability to protect my family. If this happened, the government would be as responsible for the killings of innocent Americans as the killers would be.

Of course no one wants to see children gunned down in schools by crazed people with automatic weapons. However, if such weapons were banned, only the crazies and criminals would have them, and the murderous rampages in school yards would be even worse. You can never take guns out of the hands of people who are willing to break the law to get them, so any kind of gun control is bound to fail and hurt only the law-abiding citizens.

I oppose any kind of gun control legislation because it would make America a more dangerous

place to live. I would never use a gun to do anything but defend myself and my family against someone wanting to do us harm, and I have a right to use a gun for that purpose. It's called self-defense, and it isn't against the law and never should be. You take away my gun, and you take away my right to defend myself. That shouldn't happen in a free America. Besides, guns never kill anyone. Only people do.

Sentence Wording Revision

Revise and rewrite the following first draft sentences to make them clearer, smoother, and more concise.

Example

Being a role model is very important to me, especially when it involves children, and particularly my nieces and nephews.

Revised

Being a role model to my nieces and nephews is very important to me.

1. I try to spend as much quality time as I can with my nieces and nephews as a group or on a one-to-one basis.
2. I hope that I can impact my nieces and nephews' lives in a positive way, and when they grow up, they can remember that I will always be there for them when they need me.
3. We are a very close family, which means our family gatherings are so much fun and interesting also.
4. If you left one piece of trash anywhere on the high school grounds, the security guys would write you up for that and give you detention just for that.
5. When children meet new kids, they want to be friends with them, and sometimes they fight.
6. Not too much time had passed when I got another phone call from my daughter's teacher about the same problem, that my daughter talked a lot in class, and that she didn't pay attention in class.
7. I told the teacher that I felt she was discriminating against my son because he was Puerto Rican, but I also told her that I was not going to let her get away with it, and that if it didn't stop and she didn't start treating all children as equals, I was going to talk to the principal first.
8. One of the biggest problems that I can't stand is seeing my house all dirty.
9. I try to finish all my chores when I get home from school, even though I have a lot of help from my husband, who helps me make dinner, but I have to finish the rest by myself.
10. One of the biggest things that I would like to have is more time on my hands for me to enjoy my house, other than cleaning the house and having to go right to bed.
11. I enjoy a peaceful evening with my family, and not having a lot of stress to worry about, like problems at work.
12. Our players had a great football game, but our football coaches thought the total opposite.

Pronoun-Antecedent Agreement

Fill in the correct pronoun in each of the following blanks that agrees in number and gender with the noun it replaces – its antecedent. In addition, provide the correct subject pronouns.

Example

Mitsui bought herself a new dress for graduation.

1. Aunt Suki didn't want _____ nieces to know that _____ and _____ husband smoked, so _____ husband and _____ never smoked around _____.
2. A leech attaches _____ to the bodies of animals and slowly sucks _____ blood out through _____ skin.
3. No one wanted _____ place in line lost for concert tickets, so some people asked _____ friends to stand in line for _____ when _____ needed a bathroom break.
4. Michael and _____ (*the person writing*) enjoy studying together, and _____ usually do _____ in the college library where _____ can be by _____.
5. The new theater on Broadmoor Street is going to be beautiful, but _____ won't be open until spring because _____ construction was delayed for months by torrential rains.
6. I don't think that Shania and _____ (*a man*) should run against each other in the legislative primary election because _____ politics are so similar that _____ will split the vote between _____, allowing the third candidate, who is less experienced, to steal _____.
7. Every student knows that _____ best way to get the classes that _____ needs is to register on-line at the college's website.
8. The Gonzales family and _____ (*the writer and her family*) are going on a short cruise down the Mexican coast to find out whether _____ enjoy _____ before _____ take a longer cruise down the coast.
9. If you enjoy Cajun food, _____ are really going to like The Red Fish restaurant in New Orleans, and particularly _____ specialties like jambalaya, chicken gumbo, and blackened catfish, which _____ serves for lunch or dinner, three hundred and sixty-five days a year.
10. Ancil told _____ boss, Claudette Marks, that _____ wanted to take family leave time when _____ and _____ wife's baby arrived, and _____ granted _____ the leave, which is mandated under the Federal Family Leave Act.

Unit Five: *Discoveries*

To get students thinking about their next paper, tell them they will write about a problem that they face or are concerned about. They may write about a problem that's affecting them personally, whether it involves family, other relationships, school, or work, or about a broader problem affecting many people such as a tuition increase, parking problems on campus, global warming, or rising gas prices. Tell students to consider problems that are persistent and have no easy solution, a part of their task being to come up with new and creative solutions.

To give them an idea of the complexity of the writing task, ask students what kind of things they might include in a problem/solution paper. As an example, put a problem on the board such as "The High Cost of Gasoline," and ask them what a paper on the problem might include. In addition, ask them why they think are writing a problem/solution essay, the purpose of the assignment, and how may it help them continue to grow as writers.

Also suggest that students read the problem/solution papers within the unit and at its end to see the kinds of problems other writers selected and how they dealt with the them in their papers.

Prewriting

Tell students that during this "Prewriting" section, they will brainstorm to generate some ideas for topics, use journalistic questions like "who," "what," "where," "when," "why," and "how" to help analyze their problem, and get some ideas on generating possible solutions to the problem.

Selecting a Topic

Go over the six points on topic selection with the class, which give students good direction for selecting a topic. You might also introduce some sample topics and ask students which would meet the selection criteria, which would not, and why. Topic ideas could include, "Parking Problems Caused by College Road Construction," "High Asthma Rate in the Area," "Drug Trafficking on the Campus," "My Problem with Depression," "Increasing Numbers of Diabetic Children," "Rising South American Socialism and Its Affects on America," "Our Next Door Neighbors from Hell," "Stale Donuts in the College Cafeteria," "Strip Mining: The Devastation of America's Mountains," "Oil Spots on My Driveway."

Prewriting Activity 5.1

You might have students brainstorm in pairs or small groups, writing down all ideas that are voiced without evaluation. Later they can decide which problems are appropriate for the assignment and what they may want to write about.

Prewriting Activity 5.2

Tell students that you want to see their prospective topics to make sure they are selecting a problem that is serious, persistent, not easily solved, and they are knowledgeable about, and to make sure that students write on a range of topics.

Analyzing the Problem

Tell students that the better they understand their problem, the greater their chances of finding a good solution. Ask students that of the journalistic questions “who,” “what,” “where,” “when,” “why,” and “how,” which ones might help them analyze their problem, and how each question might be used (e.g. “Who or what is causing the problem,” and “Who or what is affected by the problem?”). Then go over the five questions under “Asking Questions” in the text and ask the class if there are other questions they might add to help them analyze their problems.

Prewriting Activity 5.3

Go over the sample answers the writer provides in the text and then have students write out their answers, emphasizing the purpose of the activity: to analyze and explore their topics in depth, which may help lead to possible solutions, and to develop some potential material for their papers. Since you want them to do some serious thinking on their problems, give them ample time to work on the assignment.

Finding Solutions

After students have worked through the causes and effects of their problem in the previous activity, they are ready to consider possible solutions. Tell students at this point to keep an open mind on the best way(s) to solve the problem, the best solution perhaps being one they haven’t yet considered.

For students to benefit most from the six suggestions in the text, present a problem to apply each suggestion to, such as “Skyrocketing House Prices.” Then ask, “What might ‘solving the problem’ of rising house prices actually mean (number 1.)? What might be the “underlying causes” of the rising house prices, and how might a solution attack those roots (number 2.)? What might some alternative solutions be to the problem, or what different solutions might work together (number 3.)? And so on.

Prewriting Activity 5.4

Go over the assignment with the class, including the sample solutions in the text. Suggest that they write down any possible solution that comes to mind, whether it seems realistic or not. That decision doesn’t need to be made for some time. In addition, tell them that no matter what solutions they think of now, the process of writing their papers may trigger more ideas.

First Draft

Now that students have selected their topics, analyzed the problems, and considered some possible solutions, they are ready to write their papers. Tell them that problem/solution papers are of interest to many readers, and that their particular papers could have an impact on people who may be affected by similar problems.

Audience and Purpose

Tell students that deciding on their reading audience and writing purpose is as important for the problem/solution paper as for their issue-oriented paper in the previous unit. Put a few topics on the board, asking students what reading audience and purpose they might choose for each topic: “The College’s Frustrating Registration Process,” “The Need for a Cross-City Freeway,” “Lack of Social Activities on Campus,” “Working Long Hours and Going to School,” “The Negative Impact of Term Limits for State Legislators,” “Student Government Isn’t Serving Students,” “Drug Trafficking in My Neighborhood.”

Go over the five points on audience and purpose with the class. Tell them that as with their issue-oriented papers, the intent is to get their problem/solution papers to their reading audience, so whom they write for and why are important considerations.

Drafting Activity 5.5

When students complete the activity, you might have volunteers put their topic, audience, and purpose on the board so the class can see what different writers are doing and perhaps get some ideas.

Drafting Guidelines

Go over the “Drafting Guidelines” with the class, emphasizing that they should include all aspects of a problem/solution paper in their draft: what the problem is, its causes, who is affected and how, and a possible solution(s). Tell them to present those elements in the order that seems best for their particular topics, and that they can always reorganize them, if necessary, during revision. Suggest that they take a look at the two problem/solution essays at the end of the unit to see how other writers organized their papers.

Drafting Activity 5.6

Have students read the sample first draft in the activity before writing their papers to get some ideas on openings, organization of the middle paragraphs, conclusions, and the depth of the writer’s analysis of the problem.

When students complete their first drafts, have a “writers’ discussion” on their drafting processes: problems encountered, prewriting materials used, organization of elements, degree of satisfaction for solution presented, overall evaluation of draft, and improvement that can be made. The purpose is for the instructor to learn more about the students’ writing experiences and for students to share experiences, learn from one another, and think more deeply about their writing processes.

Revisions

Before students begin the section, ask them what their expectations are for revising their drafts. Are the types of revisions they make different for each paper, or do they make similar revisions on most papers? What are the most typical changes that they make, and what are the least common? How much improvement do they feel that they make between first and second drafts? For their current drafts, what kinds of revisions might they be making?

Varying Sentence Structures

Now that students have worked for several units on revising sentences to improve their wording, they are ready to take on a second sentence consideration: varying their sentence structures to express themselves most effectively. Students who are limited in their choices of sentence structures and joining words are at a disadvantage in expressing more complex ideas, and the ability to use more varied, sophisticated structures goes hand in hand with better writing.

The text provides good examples of a paragraph with little structural variation in its sentences and a revised version with significantly more variation. Have students read the first paragraph on the fire in the L.A. area. Ask them if they noticed the similarity in sentence structures, and what the dominant structure was. Also ask what impact the structural repetition had on them as readers.

Next, have students read the revised version of the paragraph. Ask them to point out the structural differences between the revised sentences and the original ones, and how reading the second paragraph differs from reading the first. Finally, ask them the value of varying their sentence structures in a paper. Tell them that they will be using a variety of sentence structures in this section that they may find useful as they revise their drafts.

Commonly Used Sentence Structures

Go over the six sentence structures presented in the text and then on the board, show them how sentences might be revised to create different structures:

Dr. Dominguez is the chair of the Linguistics Department at the college. He used to teach at Fremont University. (Have students combine sentences to form one sentence with a relative clause.)

Jorge is interested in becoming a veterinarian, and he loves animals and has many pets. (Have students change this compound sentence to a complex sentence.)

Janice was driving to work on Freeway 101. She got stuck in a traffic jam and was an hour late to the office. (Have students include an introductory participial phrase to form a single sentence.)

The Chris Rock concert attracted over 20,000 fans. It had been sold out for weeks. It took an hour to get out of the parking lot after the concert. (Have students combine sentences to form a single compound sentence that includes a relative clause.)

Working through these examples will prepare students for the upcoming sentence revision activities.

Revision Activity 5.7

This sentence-combining activity is purposely prescriptive so that students are compelled to create a variety of structures. If students need it, you might combine the first sentence in each section as a class so that everyone gets the idea. When they finish, have students share their newly created sentences with the class.

Revision Activity 5.8

Tell students to combine sentences in the paragraph in different ways to improve structural variety, including the different structures they have been working with. Also suggest that they combine sentences with related material, eliminating any unnecessary words when they combine. When they finish, have students read their revised paragraphs to the class.

Revision suggestions (other possible options):

My five year old nephew who is in kindergarten is already reading at 4th grade level. He started reading when he was two. He also has a great memory and has memorized all the states, their capitals, and the order in which they were admitted into the Union. He can also add and subtract two-column figures in his head and do basic multiplication and division although he won't have that in school for two years. Kindergarten is extremely easy for him because he already knows everything that they are doing, which makes school boring at times. Kindergarten is where he belongs socially because he is an average five year old who likes to play, color, and have fun. While he would be out of place in a higher grade, he could certainly do the work. There are no gifted programs for kindergarten students, so his teacher gives him extra work for home, which includes more challenging reading and advanced math. His mother, who is a high school teacher, serves as his tutor at home, where he does most of his learning.

Revision Activity 5.9

Go over the "Revision Guidelines" with the class, suggesting that they read their draft a few times, looking for different revision possibilities each time. Also have them read the sample revised draft to see how the writer improved her paper.

When students complete their second drafts, have a discussion of the kinds of changes they made and the revision process they used, or have them write for a few minutes on the same.

Editing

Tell students that they are going to cover two new editing considerations before proofreading their drafts: punctuating with colons, semi-colons, and dashes, and using comparative and superlative adjectives. Also ask them the kinds of errors they most need to be aware of and how valuable the proofreading process is in detecting such errors. Also ask them if they are getting better at writing “correctly” and what they attribute the improvement to. Their responses will help you evaluate the impact of the editing process and instructional activities on their ability to write correctly.

Colons, Semi-colons, and Dashes

All writers should understand how to use colons, semi-colons, and dashes and employ them effectively in their writing. Ask students if they use any of these punctuation marks and whether they are clear on their different uses. Put the following sentences on the board to aid their understanding:

There is one thing that we don't need in the coming months more rain.
The rivers in the area are badly swollen some of them are close to flooding their banks.
The biggest problems with flooding home damage and family evacuations are inevitable if the rain continues.

Have students punctuate the sentences using the three punctuation options. When the sentences are correctly punctuated, ask the class to describe the function of each punctuation mark so they can understand the differences.

Go over the guidelines on using colons, semi-colons, and dashes with the class including the examples and sample paragraph, which help students understand their uses better than the rules do. Point out that for the types of writing they are doing, they should use a colon rather than a single dash to set something off, the dash being a more informal punctuation mark, but to use dashes in pairs in situations shown in the examples.

Editing Activity 5.10

Have students do the activity in class and then go over their responses.

Correct punctuation:

1. skillet; then
2. ingredient - taco mix - OR ingredient: taco mix
3. vegetables - avocados -
4. skillet; cook
5. ingredients - vegetables -
6. meat; the bottom
7. meal: delicious
8. else - shrimp -

Editing Activity 5.11

This should be a relative quick class activity. Have students provide their responses and rationale.

Correct punctuation:

1st sentence: rental: four kids and two parents

5th sentence: problems - three kids to a bedroom, no privacy, constant noise -

7th sentence: smoker; he

last sentence: have: peace and quiet

Editing Activity 5.12

Since a number of students may never have used a semi-colon, colon, or dash in their writing, this activity may not be as easy as it appears. To make sure students are using the punctuation marks correctly, have them show you their sentences, and have volunteers put their sentences on the board for evaluation.

Comparative and Superlative Adjectives

The misuse of comparative and superlative adjectives is not a major issue with most students, so you may move through this section rather rapidly. Students should know the rules so that when they are uncertain of a particular form (shallower or more shallow? truer or more true?), they have a rule to rely on.

Put a few sentences on the board with comparative and superlative adjectives:

That is the *smallest* kitten in the litter.

She is *smaller* by half than her biggest brother.

Friday's test was the *most difficult* calculus exam I've taken.

It was even *more difficult* than the calculus mid-term exam.

Point out to students which sentences have comparative adjectives and which have superlative, and ask students to come up with the basic rules for using the different forms.

Next, go over the rules in the text on comparative and superlative adjectives, which should validate the rules the students generated, and point out the exceptions involving two-syllable words ending in "y" or "ow."

Editing Activities 5.13 and 5.14

Have students do these activities as one assignment so they can see the similarities and differences between the comparative and superlative forms. Then go over their answers with the class.

Editing Activity 5.15

This activity is more challenging since students have to come up with their own adjectives. Ask them to try and use a different adjective for each blank, and when they finish, go over their responses with the class.

Editing Review

Each “Editing” section contains an “Editing Review” section where students apply what they have learned from previous units to proofreading a sample draft for errors. You may continue having all students do the review activity or assign it to students who could use the additional proofreading practice.

Editing Activity 5.16

Tell students that the paragraph in the activity is heavy on subject-verb agreement problems, and suggest that they proofread it a first time to correct those eight errors. When they have corrected all errors in the paragraph, go over the corrections with the class and the rules that cover each correction.

Error Corrections:

2nd sentence: At the top of the hill *are* two small ponds which *provide* water

3rd sentence: Some of the water *runs* stairways that *run*

4th sentence: Water from the ponds *creates* waterfalls which *feed*

5th sentence: basins, and *it is* recycled

6th sentence: features, campus. *It creates*

7th sentence: In addition, special, *unlike*

8th sentence: campus, campus, environment, buildings, campus *feels* area. *Students their* classes

Editing Activity 5.17

Go over the editing guidelines with the class and suggest they read their draft several times, looking for a different kind of error each time. Also tell them to focus on the types of errors that they most frequently make. You might also have students exchange papers and proofread one another’s draft to make sure all errors are found and corrected.

Finally, have students write their final drafts to share with classmates as well as their particular reading audience. With your help, have students get the papers to their intended audiences, whether by a “letter to the editor,” a letter to a particular group of people or individuals, or some form of classroom distribution to the intended student audience. Have them sent in a way that individuals reading the paper/letter can respond to the writer if they would like.

Writing Summary

In the “Writing Summary” section, students have a second opportunity to write a problem/solution paper independently without interruptions for instructional activities. They can now apply what they have learned during the unit and write their papers with the confidence that comes from the knowledge and experience gained through having written a number of papers for the course.

Since students are moving nearer completion of the text, they will soon be taking with them whatever they have learned to other classes and the outside world. For this second essay, go over the assignment and the process steps and guidelines with the class, and then tell them to make use of the suggestions in ways that will help them write the best paper, whether it means following each step and guideline verbatim, picking and choosing from the suggestions, doing the prewriting activities mentally instead of in writing, or bringing other things to the process, such as a particular prewriting strategy they favor. In other words, tell them to do whatever they feel will help them write the best paper possible. Of course, it would be naive to think that students haven’t already been “tweaking” the process in their own ways, but now you are encouraging them to do so.

When they complete their papers, ask students to write for a few minutes about their writing process for this paper so that you can see the individualized process each has used. Finally, do a read-around of the papers within class and then help students get their papers to their intended audiences.

Readings

No doubt you have continued to use the end-of-unit readings in ways that students have found most useful, and hopefully the essays have provided some good material for discussion.

Supplemental Materials

The following supplemental materials are related to specific instructional elements provided in Unit Five. You may reproduce them for the use of individual students who may need more work in a particular area or as additional whole-class activities.

Sentence Variety

To create sentence variety, combine pairs or groups of first draft sentences into effective single sentences by adding joining words, deleting unnecessary words, and moving words and phrases around.

Example It's cold this morning. The wind is blowing off the lake. Let's wear heavy coats.

Revised It's cold this morning with the wind blowing off the lake, so let's wear heavy coats.

The Laundry

Marta worked in a commercial laundry. She worked the night shift. Her best friend's name was Gloria. She also worked the night shift. Marta loaded towels into a large dryer, and the towels came from the washing machines. She started the machine, and Gloria did the same things. They worked together. The dryer would finally stop, and the girls unloaded it. They put the partially dry towels in a second dryer. It dried by hot air. Sometime the dryer made a racket, and that was when the load was unbalanced. The girls had to stop it. The floor boss would hear the noise, and he would come over to their station. He would scold them for getting behind.

The towels were very heavy to handle. The girls got tired, and their backs got sore. They got very hot. One cycle of towels would dry, and another bin of towels would be waiting for them. There was never any rest, and the work was very hard. Marta and Gloria lasted for six months. They finally quit their jobs. They found a better job, and they began working at the college. They worked in the admission's office, and they helped register late students.

The Norfed Store

Shopping at Norfed means one-stop shopping for many families. They can get everything they need there. Originally, Norfed was primarily a large supermarket. Today it is an all-purpose store. You can buy food for the week. You can get your bathroom items. You can get a book to read. You can buy toys for the kids.

The store is huge. Plan on doing a lot of walking, and plan on spending a lot of time there. The check-out lines are very long. They are especially long on weekends. It is smart to have two people go. One can hold a place in line, and the other one can shop.

Norfed is a great place to shop. You have to be able to buy in bulk. Everything comes in large quantities. You may only need twenty-five paper plates, but you'll have to buy a pack of two hundred. You may only need a pint of mustard, but you'll have to buy a quart. There is plenty for men to shop for. There is plenty for women to shop for. Women can be looking at the quality jewelry, and men can be checking out the latest video cameras.

There is one drawback to shopping at Norfed. You end up spending a lot of money. It's impossible just to buy a few items. You see a lot that you want to buy, and your bill can easily add up to \$100 or more. There's one more thing. You're probably hungry after all that shopping. Norfed can take care of that too. You can grab a hot dog or a slice of pizza with a soft drink before you leave. You can do it all at Norfed.

Colons, Semi-colons, and Dashes

Insert semi-colons, colons, and dashes where they are needed in the following paragraph.

Example

Many of Araceli's belongings were destroyed in the fire. All of her clothes were ruined by smoke; several pairs of shoes were burned. Fortunately, she didn't lose her prized possession: an antique armoire given to her by her grandmother.

There were three large ponds in the twenty-apartment complex. The ponds were built on three levels the top pond ran water into the middle pond, which ran water into the lowest pond. Then there was a recirculating system that returned water to the top pond. The top and middle ponds had small waterfalls water running on steep declines over beds of rocks that moved the water from pond to pond. The waterfalls' constant sound was soothing to the apartment residents, but the falls ran on electricity, which the residents paid for. In the winter, the ponds attracted wild ducks they'd stay at the ponds for a few days before continuing their migration farther south. You could also see hundreds of coi bright orange and red tropical fish swimming in the ponds. There is one downside to the ponds. They're expensive to maintain, and the expense is passed on to the residents through their rent. However, they are a great visual addition to the complex, and many residents prefer living there and paying a little higher rent. There's only one thing that residents tend to complain about duck droppings on the lawn areas around the ponds.

Pronoun-Antecedent Agreement

Edit the following paragraphs to eliminate any errors in comparative and superlative adjective use.

Example:

I am ~~more happy~~ *happier* about my choice of college today than ever before.

The new concert arena on campus is more roomy than the old arena, which is good in some ways and bad in others. For example, because of its size, the new arena is difficult to fill for on-campus concerts, and some students prefer the more cozy atmosphere of the old arena, which was filled constantly. However, the size of the new auditorium is also a benefit because top singers and other marque performers are willing to come to a more large arena where they can make more money.

Perhaps the most biggest problem with the new arena is parking. The parking lot built beside the arena is inadequate for large concerts, and many concert goers have to park in lots all the way across campus, a good half-hour walk to the arena. Parking at the old arena was most convenient than at the new one because it shared three large on-campus lots with the basketball arena and women's softball stadium. Concert goers could find convenient parking much more easier at the oldest arena than the new one.

On the plus side, the new arena is more attractive, more better lighted, and comfortabler to sit in. On the negative side, tickets to concerts are the more expensive we've ever had because of the big-name singers and the more greater cost to maintain the larger facility. It was the most costly facility on campus to build, and we are all helping to pay for it in some way.

Unit Six: *Discoveries*

In the final unit, students are introduced to research writing and write a paper on a topic of interest to them. Before proceeding, get some idea of your students' experience writing research papers. Ask them if they have written research papers in the past, the kinds of topics they have written about, and what they have learned about research writing. The more you know about the students' research experiences, the better you can tailor the unit to meet their needs.

Ask students how preparing for and writing a research paper will be different from their previous papers, and how it may be similar. Putting their responses on the board, you may end up with a list something like this:

Differences

Must research a topic
Include research findings in paper
Use quotes from research sources
Acknowledge research sources

Similarities

Have a topic to write on
Thesis statement and support
Opening, middle, and conclusion
Topic sentences

Explain to students that the major difference with a research paper is that they will rely more heavily on their research findings to generate and support their thesis statement than on their own experience and knowledge. Students with little research writing experience will see that they are not facing a totally foreign task, and that their writing experiences for this course will prove useful as they write their papers.

Prewriting

Tell students that their prewriting tasks will include selecting a topic, researching the topic, and generating a thesis statement that they can support in their paper. Emphasize the research aspect since their research findings will provide both direction for their papers and a substantial amount of their content.

Selecting a Topic

Go over the five points on topic selection with the class. Have students come up with some topic ideas and evaluate their appropriateness based on the criteria. Steer students away from topics that typically produce a regurgitation of the research material (e.g. famous people, interesting places, exotic animals) and towards topics that are issue or problem-oriented. You might go over some of the sample topics in the text, most of which deal with issues and problems, and have students determine which seem the most or least researchable, which may need to be narrowed, and which sound the most interesting. Make the sample topics available to students if they see something that they might like to write about.

Prewriting Activity 6.1

Give students at least a day to come up with potential topics. Suggest that they consider a couple topics to see which one is the most researchable or in case one of their topics has been taken by a classmate. Go over the students' topics with them individually, making sure that they all have different topics, that the topics appear researchable, and that they are issue or problem-oriented.

Researching Your Topic

Now that students have selected their topics, they are ready to begin the research. Go over the points in the text on “Finding Sources” and “Taking Research Notes.” Spend a little extra time on 5. under “Taking Research Notes” so students will have some direction as they read through the research. As an example, put on the board the topic, “Growth Hormones for Undersized Children,” and ask students the things they would want to find out through their research (e.g. what exactly are growth hormones, do they actually work, are their risks involved, are their ethical issues, how do children feel about it).

For a second example, put up the topic, “Should State Legislators Have Term Limits?” and ask students what they would want to find out through their research (e.g. what exactly are term limits, what would the length of the term be, why should there be term limits, what are the positive effects, what are the negative effects, how do legislators feel about them, how does the public feel about them). Have students spend a few minutes listing the things they want to find out about their topic, pointing out that they may uncover other relevant information as they do their research.

Prewriting Activity 6.2

Spend a day or two in the library with your class so that you are available to help them locate sources, answer questions, and observe their note-taking. You might arrange a research tour with a librarian on the first day. In addition, if you have a computer lab with Internet access, spend a day with the class as they look up information on-line.

Tell students that you want to see their research notes before they begin their first draft to determine if they have adequately researched their topics, used a range of sources, and included the source information needed for documentation. In addition, in this age of easy access to on-line research papers, you want to make sure that everyone is writing his own paper, making sure that students understand what plagiarism is and its consequences.

Thesis, Audience, and Purpose

Tell students that in this section they will do the same things they did for their issue-oriented paper in Unit Four: decide on a thesis statement, a reading audience, and a purpose for writing. In addition, tell them that while it is important to make these decisions prior to writing, that doesn't mean they can't be changed if they decide later that their research supports a different thesis better, that they want to broaden (or narrow) their reading audience, or that they want to change their purpose to fit the revised thesis statement or audience.

Thesis

When students have completed their research, they are ready to consider a thesis statement that expresses their viewpoint on the topic based on their research findings. For examples, you may return to the topics of “Growth Hormones for Undersized Children” and “Term Limits for State Legislators.” Ask students what some different thesis statements might be for each topic based on the research findings (e.g. “Growth hormones are a dangerous risk for children and should be banned,” or, “For severely undersized children, growth hormones provide the best opportunity for a normal life,” or, “Term limits are a detriment to the legislative process,” or, “The best way to keep political process from bogging down is through term limits.”)

Go over the six sample thesis statements in the text with the class, asking them the kinds of research information they would expect to find to support each thesis in a paper. At this point, it is suggested that you have students generate thesis statements for their papers rather than waiting until the “Audience” and “Purpose” sections have been covered. Have them review their research notes to help decide on a thesis statement that accurately expresses their viewpoint on the topic and that the research material convincingly supports.

Go over students’ thesis statements with them individually to make sure everyone is getting the idea. Since the thesis statement determines how the research material is presented and is crucial to the paper’s overall success, giving it some extra attention can benefit students.

Audience

Students have decided on their reading audience for their previous four papers, so they should have a good idea of the most appropriate reading audience for their research papers. Go over the audience choices in the text for the topics presented, asking students why the writer chose that particular audience.

Purpose

Tell students that their writing purpose is linked to their thesis statement and their reading audience. As an example, put the topic “Growth Hormones for Undersized Children” on the board along with the thesis statement, “Growth hormones are a dangerous risk for children and should be banned.” Assuming that the reading audience is the general public, ask students what the writer’s purpose might be. Next, change the thesis statement to, “For severely undersized children, growth hormones offer the best hope for a normal life,” and the reading audience to parents. Ask students what the writer’s purpose might be. As they can see, the thesis statement and reading audience both influence the writer’s purpose.

Prewriting Activity 6.3

Since students have already generated their topic sentences, have them review the statements to help them decide on the best audience for their papers and their writing purpose. Have volunteers put their thesis statement, audience, and writing purpose on the board so students who may be struggling can get some ideas.

First Drafts

To keep the approach to writing their first drafts simple, tell students that essentially they will do three things: introduce their topic and thesis statement in the opening, present their research findings in the middle paragraphs, and provide a suitable ending in their conclusion. Tell them the other writing considerations in this section - documenting sources, paraphrasing and quoting from research material - will help them present their research findings most effectively.

Source Acknowledgment

Tell students that when they use material from a particular source in their papers, they need to let readers know. Ask them why this is a requirement of research writing. Once they understand the purpose, including source references in their drafts is not difficult.

Go over the two main points on source acknowledgment: introducing the source as they begin using the material and providing a parenthetical reference at the end of the material. Point out the practicality of source acknowledgment: letting readers know when the writer begins using a source and when she finishes with it, at least for the time.

Drafting Activity 6.4

So that students can see source acknowledgments in a paper, go to the draft of “Weight Lifting for Better Health” and look at some of the paragraphs with the class. First, tell students that the opening contains two paragraphs, and have them identify the thesis statement. Have students read the third paragraph and note the source introduction and first parenthetical reference. Then ask them how the writer makes us aware during the paragraph that he continues using the same source. Finally, ask the purpose of the second parenthetical reference, noting that the next paragraph begins a new source introduction.

Next, go to the sixth paragraph, pointing out that the writer is using material from two different sources within this paragraph. Ask students how he lets readers know when he is moving from one source to the next. In addition, ask why he just uses Kellerman’s last name in the source introduction.

Finally, students may be curious as to why the first, second, and last paragraphs contain no source references. Ask them what this means and why the writer chose to begin and end his paper in this manner.

Paraphrasing, Quoting, and Responding

Tell students that their papers are a combination of their own thoughts on the topic and their research findings, which are presented either as a paraphrase or quotation. Ask students what they think paraphrasing and quoting mean, why there are two different ways to present source material, whether paraphrasing or quoting would be used most extensively in a paper, and why.

Paraphrasing

Tell students that they will paraphrase - put into their own words - most of the research material so that the papers sound like them rather than numerous source authors. Ask them if they need to

provide source acknowledgments for paraphrased material and why. Go over the sample source paragraph on verbal abuse and the paraphrased version. Go back and forth between some of the original sentences and their paraphrased versions so students can see how the words are changed but the meaning remains the same. Also note that paraphrased material, since it comes from a research source, requires a source introduction and parenthetical reference.

Drafting Activity 6.5

It is a good idea to have students move immediately to this paraphrasing activity, which follows the sections on “Quotations” and “Responding” in the text, while the concept is fresh in their minds. Have them rewrite the source paragraph in primarily their own words without changing the meaning, and include a source introduction and parenthetical reference at the end. Tell them this is the kind of thing they will be doing when they write their own papers. When they finish, have a few volunteers read their paraphrased versions to see how different students worded their paragraphs and how well they maintained the original meaning.

Quotations

Tell students that they should include some quotations in their papers for reader interest and to highlight some of the most important and best-written material. Caution them against quoting large blocks of information but instead interspersing an occasional shorter quote among the paraphrased material. Go over the sample quoted sentences in the text, pointing out their relative brevity and the significance of what is quoted.

Responding

Tell students that readers should understand clearly that the writer is in control of her paper and using the research material for her own purposes. This is accomplished by the writer opening and concluding the paper with primarily her own ideas, by commenting on the research findings as they are presented, and by putting most of the research material into her own words.

Return to the research paper on weight lifting as a class to see how the writer incorporates paraphrasing, quoting, and his own thoughts in the paper. Have students read over some of the paragraphs and determine when the writer is paraphrasing, when he is quoting, and when he is interjecting his own thoughts. Tell them that in writing their papers, make sure that readers can distinguish between their thoughts, which are never documented, and the research material.

Drafting Activity 6.6

This is a good practical activity that mirrors what students will do when writing their first drafts. Go over the instructions with the class, and have them make sure that readers would know when they are paraphrasing, quoting, and providing their own thoughts. When they finish, have volunteers read their paragraphs, including reading the parenthetical references and saying “quote” and “unquote” when they are quoting from sources.

Works Cited

Tell students that at the end of their papers, they will include an alphabetized list of the sources they used, and ask them the purpose for a “Works Cited” section. Go over the “Works Cited”

sample entries with the class to show the information provided for different kinds of sources. Then refer them to the “Works Cited” section at the end of the paper on weight lifting (Drafting Activity 6.7) to see an alphabetized list. (See a list of citation variations on page 86 of this guide.)

Drafting Activity 6.8

Students should now be well prepared to write their first drafts. Go over the drafting guidelines with them, which should feel familiar at this point. Emphasize point 2. by returning to the sample draft on weight lifting to see how the writer uses his research material in the middle paragraphs to support his thesis statement and topic sentences to introduce the main point of each middle paragraph. Ask students how each middle paragraph supports the thesis statement in some manner, and tell them they will be using their research material in the same way: to support and reinforce their thesis statement.

Revision

When students complete their first drafts, ask them about their drafting experience. What did they find most challenging in writing their paper? Were they able to incorporate the research material in satisfactory ways? How successfully do they feel they supported their thesis statement with their research? How did they do with paraphrasing and quoting? How well did they acknowledge their sources and provide parenthetical references? Did they infuse their own comments and responses into the paper? Does the paper read like their own writing rather than a mix of different authors? What might they revise to improve the paper and make sure they followed the research format correctly?

Revision Guidelines

Since there are more complex revision considerations with a research paper, approach the revision process for these drafts a bit differently. First, have the student drafts in front of them as you go over the revision guidelines. Next, take one revision guideline at a time, and give students time to apply it to their draft at that point. When they have decided on their revisions for the first guideline, move to the second and so on until they have applied each guideline individually to their drafts and marked them for revision. This process should take at least a class period, and make yourself available to answer questions and help students make the best revisions. In addition, you might suggest that students who are struggling with their papers make an appointment with you to go over them in more detail.

Revision Activity 6.9

Have students write the next draft of their papers and provide you a copy to see if some papers will require further revision. The goal is for every student to have a final paper written in the correct research style with a well supported thesis statement. If it takes your additional assistance to accomplish that, it is worth it.

When students are finished, ask them the kinds of revisions they made and how they improved their papers, which will help you decide what to emphasize in the prewriting and drafting sections with your next group of students.

Editing

Tell students that in this “Editing” section, they will learn to punctuate different quotation situations to apply to their current papers, to punctuate possessive words correctly, and to avoid spelling errors involving homonyms or other similar sounding words.

Punctuating Quotations

By now students probably know how to punctuate basic quotations but not necessarily some variations, such as beginning mid-sentence into the quote, separating the two halves of a quote with the source introduction, or quoting more than one sentence in succession from the same source. These are the kinds of situations to focus on during this section.

Go over the points in the text on punctuating quotations with the class, emphasizing a., b., c., and d. of number 3.

Editing Activity 6.10

You might make this an oral class activity if you feel students have a good handle on punctuating quotations correctly. Then have them go directly to their current drafts to make sure their quotations are punctuated correctly.

Possessives

Put a few possessive (and a couple non-possessive) words on the board without their apostrophes and have students tell you where to insert the apostrophes:

the cars hubcaps	many cars ignition systems
the mens shop	a womans prerogative
a newspapers headlines	crocodiles and alligators
fourteen cities mayors	everyones favorite food
theirs and ours	childrens toys

Once the apostrophes are correctly inserted, ask students to come up with the rules that apply to punctuating possessives. They have probably heard (and forgotten) the rules more than once, so generating them themselves may help. Then go over the five points in the text on possessives with the class.

Editing Activity 6.11

You might do this as a quick oral activity if you feel students understand possessives well. If they do, they should have no trouble with the activity. This does not mean, however, that they will always punctuate possessives correctly in their papers unless they make a conscientious effort to look for possessive words as they proofread.

Similar Sounding Words

Run down the list of duos and trios with the class that can lead to spelling errors, pointing out the most commonly confused words (e.g. accept/except, advise/advice, affect/effect, its/it's, there/their/they're).

Editing Activity 6.12

Assign this activity only if you feel the “confusing duos and trios” create significant problems for your students. Otherwise, bringing the words to their attention as you have done should help them make the correct choices in their papers.

Editing Review Activity 6.13

Could students use one final editing review activity for the road? If so, challenge them to find and correct all eighteen errors (which include inserting commas where needed).

Editing Activity 6.14

Have students look over the editing guidelines and then challenge them to find and correct any errors to create error-free final drafts. Then have them write their final drafts to share with classmates and their reading audiences.

Since this brings the textbook activities to a close, you might have students write for a few minutes on their experience in the course: what they feel they have learned, how they feel their writing has improved, what things in particular were most helpful in improving their writing skills, what they have enjoyed the most about the class, and what they have enjoyed the least. Have them turn in the writing, anonymous or otherwise, to help you evaluate the course and make it even better for the next semester's students.

Readings

Hopefully the research paper at the end of the unit was useful to students as they planned and wrote their own papers, and that it also generated some fruitful discussion.

Supplemental Materials

The following supplemental materials are related to specific instructional elements provided in Unit Six. You may reproduce them for the use of individual students who may need more work in a particular area or as additional class activities.

Paraphrasing, Quoting, and Responding

Do three things with the following source paragraphs: paraphrase most of the source material, provide at least one quotation, and provide your own response to the material. Make sure to provide source introductions and parenthetical references for your paraphrased and quoted material.

Public employee unions are the only sector of American employment where union numbers are growing. While private sector membership has been decreasing for years with the decline of the heavy industries that were once the bedrock of unions, the public sector continues to grow with America's population as more teachers, police, firefighters, nurses, and other county, state, and Federal employees are hired. While the steelworkers' and miners' unions of yesteryear carried the greatest political clout, today it is public employee unions like the National Educators Association that every President or legislator must listen to. While a return to the bygone days when unions were at their zenith of power is unrealistic, today's swelling ranks of union membership among public employees nationwide is evidence that unionism in America is not dying and perhaps never will.

Handel, Charles. "The Changing Face of American Unions," Our World Today, 4 August 2008, 29.

Reality television shows are popular with television networks for more than their typically good viewer ratings. They are much cheaper to produce than traditional situation comedies and dramas that involve actors. Reality game shows such as "Deal or No Deal" give away hundred of thousands of dollars to contestants and pay the host, Howie Mandel, a considerable salary. All of that money, however, is only a fraction of what any one of the main actors on the "Seinfeld" show earned in a year. While reality game shows appear to be giving away huge amounts of money, in reality the networks are saving even more money by not having to pay actors' salaries. The number of acting jobs on television has dwindled considerably over the past years, much to the chagrin of the acting community, and out-of-work actors have even resorted to appearing on reality shows such as "Dancing with the Stars" and "Celebrity Apprentice." Don't expect the trend towards reality shows to change any time soon. The networks are profiting greatly from them, they don't seemed concerned that the shows put actors out of work, and audiences are tuning in.

Shandell, Griselle. "The Reality of Network Reality Shows," Entertainment Weekly, 3 June 2007, 18.

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Jonah, Kenneth. "Grandparents' Legal Rights." GQ Britain 23 Apr. 1996: 139-60.

Paintor, Parsley. "The Material Wall." Newsweek 11 March 1998: 24-25.

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"Stolen Arifacts Found in Australia." Facts and Near Facts 22 June 2000: 259.

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Foreword. "Electoral Reform." Legislative Digest May/June 1999: 62.

"An Inquiry into August Pinchot's Grim Cities." Future Shock Dec. 1988: 11-32.

Magazine Article Online

Kliefer, Jonah. "The Gentle Cosmic Rhythms." Newsday 9 Aug. 2000. <<http://www.pathfinder.com/@bYjXjgUAm89tsjaM/newsday/magazine/archive/index.html>>.

Sharper, Joan. "California Businesses Deserve Tax Relief." Late Day News Releases 28 Feb. 1999. Perspectives on State Government. 30 Apr. 2004 <<http://www.state.ca.us/news94/reg022897.html>>.

