**English 53 Reading, Reasoning, and Writing**    

**Dr. Parks Spring 2017**

**theme: relationships and responsibilities**

**Student Questionnaire**

**name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(kindly, attach a picture of you)

Please answerthe following questions in complete sentences.

1. When did you finish high school? What high school did you attend?

2. Why did you choose to attend B.C.?

3. What is your career goal?

4. How will writing help you achieve your goals?

5. What are your strengths as a writer?

6. What are your strengths as a student?

7. What newspapers or magazines do you read on a regular basis?

8. What do you write about in your spare time?

Fill in your school (specific classes) and work schedule.

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Monday Tuesday Wednesday Thursday Friday

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8AM

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9 AM

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10AM  
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11 AM

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12 Noon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1 PM \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 PM

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 PM

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4 PM

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5 PM

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6 PM

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7 PM

**name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Fill in the blanks about students in the class

**Classmates.....................**

.......who have hobbies .....who play an instrument or sing

1. 1.

2. 2.

3. 3.

.......who have read a good book ...who were not born in Bakersfield

1. 1.

2. 2.

3. 3.

....who have pets ......who like sports

1. 1.

2. 2.

3. 3.

....who have a career goal .... who have a job

1. 1.

2. 2.

3. 3.

**Quick Write -** Write for 3 to 5 minutes on your impressions of this class (you can include your thoughts on the instructor, coursework, books, class atmosphere, and classmates).

**Schedule Assignment # 1 (January)**

"Have regular hours for work and play; make each day both useful and pleasant, and prove that you understand the worth of time by employing it well. Then your youth will be delightful, old age will bring few regrets, and life will be a beautiful success."

------Louise May Alcott

A. Using the schedule grid, fill in your commitments that happen at a certain time, such as school, work, church, transportation around those, etc. (done in class)

B. Make a list of those things that you have to do, but not at a particular time, such as shop, sleep, eat, exercise, relax, socialize, clean, run errands, etc. About how many hours, do you think each one takes? Homework is figured at 2 hours outside of class for every hour in class. Schedule in preview time before class and review time after class. Set aside time each day to study and time once a week to review the week's lessons. Allow time for relaxation and exercise. Fill in the boxes. Make sure you have enough boxes to accommodate all of your responsibilities and that you have a balanced life. Try to eat and sleep at about the same times every day. (done in class)

C. Follow your schedule for a week or two.

D. Think about how it is going for you. Write a two-page assessment of how well your plan is working. Organize your assignment using the following numbering system rather than in an essay format. Type each question and answer it. You will also turn in page 11 completely filled in.

1. How did you manage your time before being asked to create a schedule and follow it?

2. Does your schedule allow enough time for all that you need to do? Does your plan have enough flexibility, or is your time so tightly scheduled that any mishap means you are stressed or behind? Include any examples that support your answer.

3. Have you used your time wisely? What tips do you have on being efficient? Did you use any of the time management tips on the handout? Which were most helpful? Explain the tips, not just list the numbers.

4. If your schedule changes every week due to work or for whatever reason your plan isn't working, what can you do differently in creating a new plan? What modifications will you make?

5. What did you learn about time management? Include any examples.

6. What on campus resources will you use to help you meet your goals? Explain your goals (short- and long-term) and specifically how that resource will help you.

**Time Tips**

1.Count all your time as time to be used and make every attempt to get satisfaction out of every moment.

2.Find something to enjoy in whatever you do.

3.Try to be an optimist and seek out the good in your life.

4.Find ways to build on your successes.

5.Stop regretting your failures and start learning from your mistakes.

6.Remind yourself, "There is always enough time for the important things." If it is important, you should be able to make

time to do it.

7.Continually look at ways of freeing up your time.

8.Examine your old habits and search for ways to change or eliminate them.

9.Try to use waiting time­­-review notes or do practice problems.

10.Keep paper or a calendar with you to jot down the things you have to do or notes to yourself.

11.Examine and revise your lifetime goals on a monthly basis and be sure to include progress towards those goals on a

daily basis.

12.Put up reminders in your home or office about your goals.

13.Always keep those long term goals in mind.

14.Plan your day each morning or the night before and set priorities for yourself.

15.Maintain and develop a list of specific things to be done each day, set your priorities and the get the most important

ones done as soon in the day as you can. Evaluate your progress at the end of the day briefly.

16.Look ahead in your month and try and anticipate what is going to happen so you can better schedule your time.

17.Try rewarding yourself when you get things done as you had planned, especially the important ones.

18.Do first things first.

19.Have confidence in yourself and in your judgement of priorities and stick to them no matter what.

20.When you catch yourself procrastinating-ask yourself, "What am I avoiding?"

21.Start with the most difficult parts of projects, then either the worst is done or you may find you don't have to do all the

other small tasks.

22.Catch yourself when you are involved in unproductive projects and stop as soon as you can.

23.Find time to concentrate on high priority items or activities.

24.Concentrate on one thing at a time.

25.Put your efforts in areas that provide long term benefits.

26.Push yourself and be persistent, especially when you know you are doing well.

27.Think on paper when possible-it makes it easier to review and revise.

28.Be sure and set deadlines for yourself whenever possible.

29.Delegate responsibilities whenever possible.

30.Ask for advice when needed.

Adapted from A. Lakein. *How to Get Control of Your Time And Your Life*

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| midnight | |  |  | |  | | |  | |  | |  | |  |
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| 5 a.m. | |  |  | |  | | |  | |  | |  | |  |
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| **Criteria for time management** | | | **Keep it up!**  (Met expectations) | | | **Opportunities** (Inconsistently met expectations) | | | | | | **Want to talk?**  (Didn't meet expectations) | |
| **Content**  **(60%)** | | | Responds to assigned topic.  Is insightful and interesting.  Shows critical thinking about scheduling and time management. Analyzes schedule and includes appropriate suggestions to improve. Includes appropriate details, examples, details, and evidence. | | | Responds to the assigned topic.  Answers could include more critical thinking or analysis of scheduling in general or own schedule in particular.  The responses could include more details, examples, or evidence.  Evidence could connect to point better. Page 11 isn't complete. | | | | | | Does not respond to assigned topic.  No details or evidence. Examples may not fit the topic. Repetitive or confusing content. | |
| **Organization**  **(10%)** | | | Follows numbering given in the instructions. Types question. | | | Skips a question or answers them in a different order. Does not type or number questions. | | | | | | Doesn't follow numbering. Confusing as to which question is being answered. | |
| **Grammar**  **(30%)** | | | virtually free of sentence errors: awk sentences, punctuation errors or sp errors. Has sentence variety and appropriate vocabulary. | | | Noticeable errors in awk sentences, punct, sp, frag, run-ons, verbs, vocab, pronouns, sentence variety. | | | | | | Many distracting errors in awk sentences, punctuation, sp, frags, run-ons, or verbs. | |

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**Schedule assessment # 2 (March 2017)**

You have now been following a schedule for a couple of months. Evaluate how things have been going. Type each question and answer it.

1. How has your schedule of time management ended up this semester, especially during times such as midterms or big assignments?

2. How much time do you spend each week on each of your classes outside of class? List the class and hours per week you spend outside of class? Is that enough? How are your grades in your classes? Why aren't you spending more time? (Answer each question.)

3. Did you end up dropping any classes? Why?

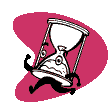
4. Have you turned in assignments late or not at all or not given them the time they deserve? Give examples. What was the reason? How did it end up?

5. If you had a work schedule that changed every week, what did you do in terms of planning your time?

6. What is your plan in terms of time management for next semester?

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|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria for time management**  **Part 2** | **Keep it up!**  (Met expectations) | **Opportunities** (Inconsistently met expectations) | **Want to talk?**  (Didn't meet expectations) |
| **Content**  **(60%)** | Responds to assigned topic.  Is insightful and interesting.  Shows critical thinking about scheduling and time management. Analyzes schedule and includes appropriate suggestions to improve. Includes appropriate details, examples, details, and evidence. | Responds to the assigned topic.  Answers could include more critical thinking or analysis of scheduling in general or own schedule in particular.  The responses could include more details, examples, or evidence. Doesn't answer all parts of the question. | Does not respond to assigned topic.  No details or evidence. Examples may not fit the topic. Repetitive or confusing content. |
| **Organization**  **(10%)** | Follows numbering given in the instructions. | Skips a question or answers them in a different order. Doesn't type questions | Doesn't follow numbering. Confusing as to which question is being answered. |
| **Grammar**  **(30%)** | virtually free of sentence errors: awk sentences, punctuation errors or sp errors. Has sentence variety and appropriate vocabulary. | Noticeable errors in awk sentences, punct, sp, frag, run-ons, verbs, vocab, pronouns, sentence variety. | Many distracting errors in awk sentences, punctuation, sp, frags, run-ons, or verbs. |

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Jayme Jackson

Professor Parks

English 53 1:00

21 August 2016

Outline: Title of Paper

Thesis: Put the thesis of your essay here. It can be one sentence or two sentences. This sentence captures the main point or argument of your essay.

I. This is the topic sentence for the first paragraph of your essay. This is a complete sentence, not a phrase. This sentence is the main point of this paragraph. The sentence backs up your thesis. It does not start with "in the book,....." and does not include your evidence.

A. This is the evidence for this paragraph. It can be a phrase from a book, article, or movie. It should have the page number from the book or article, so you can find the passage more easily when writing the paper.

B. This could be more evidence for your topic sentence.

II. This is the topic sentence for the second paragraph of your essay. This is a complete sentence, not a phrase. This sentence is the main point of this paragraph. The sentence backs up your thesis. It does not start with "in the book,....." and does not include your evidence.

A. This is the evidence for this paragraph. It can be a phrase from a book, article, or movie. It should have the page number from the book or article, so you can find the passage more easily when writing the paper.

B. This could be more evidence for your topic sentence.

III. This is the topic sentence for your third paragraph...... as many paragraphs as needed.

Jayme Jackson

Dr. Parks

English 53 1:00

21 August 2016

Outline: Overcoming the Past

Thesis: Ways that people can transform and persist to overcome their past is by finding a mentor, using a negative as energy, being mindful, and finding one's passion.

I. Seeking out a mentor is one important way to overcome one's past to persist and transform.

A. Smiley - had the councilman, staff at college, Cornell West, etc. and how those people helped him. chapter 5

B. Baca - other poets, editors. chapter 8 and how they guided him

II. Using a negative situation as energy is one way to transform and persist.

A. Smiley - his father beat him and used that as fuel to achieve p. 20

B. Bain - the man whose parents were alcoholics founded the mentoring organization for at-risk kids. chapter 4

III. Being mindful is an important way to overcome one's past.

A. Bain - define mindfulness chapter 5

B. Baca - paid close attention to how he felt, and who he was

IV. Finding one's passion is perhaps the most important way to overcome the past to persist and transform

A. Smiley - his passion was public service and speaking

B. Baca - his passion was writing

V. conclusion

Jayme Jackson

Professor Parks

English 53 3:15

21 January 2014

Original Title

The introductory paragraph is the first paragraph. You can start the essay with background information about your topic and get more narrow and end with thesis. Another idea is to start with the thesis and follow with reasons that the reader will find in more detail in the body paragraphs. Some people start the essay with a story that hooks the reader; the story can be wrapped up in the conclusion. An interesting statistic or fact is another way to hook the reader. If your essay has one source, you can introduce the source in your first paragraph, but don't list several sources in your introduction. Most importantly, always include a thesis in the introduction.

The second paragraph starts with a topic sentence that is a reason that backs up the thesis. The middle of the paragraph has evidence that backs up your topic sentence. The first time you mention a source, include the author's first and last name and *title of the book* in italics. Introduce a written source with a lead in, such as Maathai writes,..... and end with the page number, such as (53). Only use as much material from your source as you need to make your point. Assume your reader is familiar with the book or movie. The paragraph should end with your ideas. Explain your thoughts, analyze the point. You are answering questions, such as the following: What is the significance? and Who cares? and How does that tie into the thesis? Most of the paragraph should be your ideas, not summary, paraphrase or quote.

The third paragraph.....

Works Cited

Holloway, Kris. *Monique and the Mango Rains.* Waveland Press, 2007.

McKibben, Bill. "The Only Way to Have a Cow." *What Matters in America.* Edited by Gary Goshgarian, Pearson, 2012. pp. 379-383.

*Taking Root: The Vision of Wangari Maathai*. Directed by Lisa Merton and Alan Dater, performances by Wangari Maathai. Marlboro Productions, 2008.

**Preposition usage list**

accuse someone of (be) good at think about

(be) accustomed to (be) grateful to someone for

adjust to (be) guilty of (be) tired of

(be) afraid of (be) happy about

agree with hear about (be) upset about

(be) amazed at/by hear of (be) upset with

(be) angry about hope for (be) used to

(be) angry at/with (be) incapable of wait for

apologize for insist on/upon (be) worried about

approve of (be) interested in worry about

argue about (be) involved in

argue with (be) jealous of

(be) ashamed of (be) known for

(be) aware of (be) lazy about

believe in listen to

blame someone for look at

(be) bored with/ by look for

(be) capable of look forward to

care about/ for (be) mad about

compare to/with (be) mad at

complain about (be) made from/of

(be) concerned about (be) married to

concentrate on object to

consist of (be) opposed to

count on participate in

deal with plan on

decide on pray to

depend on/upon pray for

(be) different from (be) prepared for

disapprove of prevent someone from

(be) divorced from protect someone from

(be) engaged to (be) proud of

(be) excited about recover from

(be) familiar with (be) related to

(be) famous for rely on/upon

feel like (be) responsible for

(be) fond of (be) sad about

forget about (be) satisfied with

forgive someone for (be) scared of

(be) glad about (be) sick of

(be) sorry about/for speak about

speak to/with succeed in

(be) sure of/about (be) surprised at

take care of talk about

talk to/with thank someone for

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**Word Parts and Prefix List**

**Word part** **means** **examples**

A, an not, without amoral, atypical

Arch chief architect

Am, amat love amateur, amiable

Ante before anteroom, antecedent

Anti opposite, against antipathy, antibody

Aqu water aquarium, aqueduct

Aud, audit hear audible, auditorium

Auto self autograph, autobiography

Bene good benefit, benediction

Bi teo bicycle, bifocal

Bio life biology, biopsy

Chron time chronic, chronology

Circum around circumscribe, circumference

Co together coagulate, coeducational

Crypt secret cryptic, cryptonym

De from, down deport, descend

Dem people democracy, epidemic

Derm skin dermatologist, pachyderm

Dic, dict say contradict, dictate

Dis opposite of disagree, disappear

Dyn power dynamic, dynamite

Eu good, well euphoria, eulogy

Fac make, do factor, factory

Hyper excessive hyper

Im, in not incorrect, immovable

In in inland, inhaling

Inter between intercultural

Log word, study monologue, embryology

Luc light translucent, lucid

Mal bad malice, malodorous

Man hand manufacture, demand

Mis wrong misquote

Mot, mov move motive, commotion

Mor, mort death mortician, mortal

Neur nerve neurologist, neuron

Non not nonsense

Orth right, true orthodontists, orthodox

Pan all panacea, panhellenic

Path feelings empathy

Ped foot pedestrian, centipede

Pend spend, think, hang pending, expend

Phil loving bibliophile, philanthropist

Psych mind, spirit psychic, psychotherapy

Port, portal carry portable, transport

Post after postgraduate

Pre before prehistoric

Pro to move ahead,for promotion, propose

Re again recycle

Scrib, script write conscription, prescribe

Soph wisdom philosophy, sophomore

Sol alone isolate, solitaire

Spec, spect look introspection, circumspect

Sub under subtitle, submarine

Super more than supermarket

Tele far telephone

Terra earth territory, terra cotta

Therm heat thermostat, hydrothermal

Trans across transversal, transport

Tri three trio, tricycle

Un not unquestionable

Uni one unicorn

Urb city urban, suburb

Ver true verify

Voc, vocat call revoke, vocation

****

**Sentence types**

**Simple – one independent clause**

**Compound – two or more independent clauses**

**Complex – one independent clause and one or more dependent (subordinate) clauses**

**Compound complex – two or more independent clauses and one or more dependent (subordinate) clauses**

**Coordinating Conjunctions (cc)**

**(FANBOYS)**

for, and, nor, but, or, yet**,** so

**CA- conjunctive adverb**

**I – independent clause**

**D – dependent clause**

**SC- subordinating conjunction**

**Common subordinating conjunctions (SC)**

**used in complex sentences**

**Cause or effect Condition**

as even if

because if

in order that if only

since provided

so that since

unless

**Concession** when

although whenever

as if whether

even if how

even though

though

**Comparison or contrast Purpose**

as

as if so that

as though that

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

than **Relative connectors**

whereas(pronouns, adj., adv.)

whether which

while that

whatever

**Space or time** whose

after since whichever

as long as whom

before when what

now that who

once where whomever

whenever whoever

wherever why

until while where

*\*\* Subordinating conjunctions and relative connectors start subordinate (dependent) clauses in complex sentences*

**Common conjunctive adverbs (CA) and transitional phrases**

**Used in compound sentences**

**Addition Comparison or contrast**

also however

besides in comparison

further in contrast

furthermore instead conversely

in addition likewise on the other hand

incidentally nevertheless

moreover otherwise

similarly

nonetheless

**Emphasis**

certainly

indeed **Cause or effect**

in fact accordingly

still as a result

undoubtedly consequently

specifically hence

therefore

**Time** thus

finally

meanwhile

next

now **Misc.**

then for example

thereafter for instance

subsequently after all

even so

anyway

incidentally

*\*\* Conjunctive adverbs connect equal clauses (in compound sentences).*

*I; ca, i*

**Common prepositions**

about into

above like

according near

according to of

across off

after on

against onto

along out

along with outside

among over

around past

as regarding

at round

because of since

before through

behind throughout

below to

beneath toward

beside under

between underneath

beyond unlike

by until

concerning up

despite upon

down up to

during till

except with

except for within

excepting without

for next to

from

in

in addition to

inside

in spite of

instead of \*\*\* start prep. phrases, which add details

**Transition words**

addition additionally, also, too, as well as, besides, equally important, furthermore, in addition, moreover

result or cause consequently, hence, therefore, so, thus, because, then, as a result, accordingly, as a consequence, for this reason

contrast or at the same time, but, despite this/that, instead,

opposing view however, on the contrary, in contrast, nevertheless, nonetheless, besides, otherwise

example for example, as a case in point, in particular, namely, specifically, generally

summary evidently, actually, overall, briefly, on the whole, in short

emphasize above all, certainly, especially, in fact, indeed,

an idea surely, most importantly, naturally, equally important

concede a granted, certainly, no doubt, although this may be

point true

qualify perhaps, probably, for the most part, in part,

a point apparently, seemingly

\*\*\*use these to connect ideas within or between sentences.

**Parts of speech**

**Noun** - names a person, place, thing, idea, feeling.

**Pronoun** - takes the place of a noun.

Personal (I, you, he, she, etc.); reflexive (myself, himself, etc.); relative (that, which, that, whose, etc.); demonstrative (this, that, these, those); indefinite (everybody, few, each); possessive (his, hers, mine) and interrogative (who, what, etc.).

**Verb** - shows action or helps make a statement

Action - shows action

Linking - links a subject to a describing word. These can be linking verbs : to be, to feel, to remain, to grow, etc.

Helping - helps an action or linking verb. Examples are do, does, did, has, had, have, may, might, must, should, would, could, shall, will, can, is, am, are, was, were, be, being, been.

**Adjective** - modifies a noun, tells which one, how many, what kind.

**Adverb** - modifies adjectives and other adverbs, tells how, when, where, and to what extent.

**Preposition** - shows a relationship between a noun or pronoun and some other word in the sentence. List is on previous page.

**Conjunction** - joins words, phrases, and clauses.

Coordinating conjunction - for, and, nor, but, or, yet, so

Subordinating conjunction - start dependent clauses (since, when, after, if, etc.)

Correlative - (not only/but also, neither/nor, either/or, both/and)

**Infinitive** - to + a verb

**Articles** - a, an, the (are also adjectives)

**Sentence parts**

**Subject** -

a noun, pronoun, gerund, or infinitive

is never in the prepositional phrase

is never here or there

can be understood or implied

part of the sentence about which something is being said

**Verb** - see previous page

**Clauses**

**Independent clauses** - can stand on their own.

**Dependent clauses** -

can not stand on their own

start with a subordinating conjunction (listed on a previous page)

have a subject and a verb

need an independent clause

are needed to create complex sentences

Example: When I get up

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**Comma rules**

1. Put commas around nonessential information, such as adjective clauses and appositives.

Example: My brother, who drives a red truck, works in the film industry.

I like to eat at Olive Garden, an Italian restaurant.

2. Put commas around interrupters.

Example: The information, however, is subject to discussion.

3. Put a comma after a dependent clause.

Example: After the cats ate, they went to sleep.

4. Put a comma after a coordinating conjunction in a compound sentence.

Example: Jackson sleeps on the sofa, but Jayme likes to sleep in a hidden place.

5. Put a comma between items in a series of three or more.

Example: Jayme meowed, ate his food, and ran around the house.

6. Put a comma after introductory word groups and direct address.

Example: Luckily, I found the source of the leak.

7. Put a comma between a city and state.

Example: Her house in Bakersfield, California, is air-conditioned.

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**Semi-colon rules**

1. Put a semi-colon between independent clauses.

Example: Jayme is Jack’s brother; they play well together.

2. Put a semi-colon before a conjunctive adverb in a compound sentence.

Example: Jack is blind; consequently, he runs into the furniture if he gets scared.

3. Put a semi-colon between items in a series that has commas.

Example: I have invited my sister, who lives in Tennessee; my aunt, who lives in Maryland; and my friend, who lives in Los Angeles.

**Colon rules**

1. Put a colon after an independent clause and before a list or explanation.

Example: The career has three qualifications: outgoing personality, good with statistics, and impressive research skills.

2. Put a colon after an independent clause and before a quote.

Example: He explained the colon rule clearly: “When a colon is used to introduce a quotation, the part of the sentence that precedes the colon should be grammatically independent.”

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**mechanics**

**Underlining (in handwritten papers) or italics (in typed papers)**

Underline the complete work: newspaper, magazine, Cds, movie, novel, play

**Quotes**

Put quotes around the part: article, song, poem, short story, TV episode

**Apostrophe**

used to make words possessive and in contractions

never used on verbs

never used on possessive pronouns (his, hers, ours, theirs, etc.)

if the word is plural and ends in s, just add an apostrophe

**Capitalization**

Capitalize the first word in a sentence

Capitalize proper nouns

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##### **Citing Sources and documentation**

##### Signal Phrases

* Used to introduce a summary, paraphrase, or quote.
* Puts quote in context.

## Verbs in signal phrases

acknowledges endorses

adds grants

admits illustrates

agrees implies

argues insists

asserts notes

believes observes

claims points out

comments reasons

compares refutes

confirms rejects

contends reports

declares responds

denies suggests

disputes thinks

emphasizes writes

**methods of development that can be used to advance a thesis in a persuasive essay**

Use the method or combination of methods that best suits your purpose. In your in class and out-of-class essays, your purpose will mostly be to argue or convince.

Here is a brief description of each method; in class we will discuss how the assigned readings use and combine each technique as well as how you can do the same in your writing.

**Narrative writing**

Narratives are stories included in an essay to support a thesis. You will read a few essays in which the story dominates the essay. But, more often you will encounter narratives that are used as short personal examples; these are called anecdotes.

In this class, you can use anecdotes sparingly. Short narratives can be used to establish credibility with the audience as well as in introductions to hook the reader. Sometimes the anecdote, began in the introduction, is finished in the conclusion. They can also be used as examples to explain a point.

* Don't let the story take over the essay.  Anecdotes can be from one sentence to four sentences in length. Only choose those details that relate to your point.
* Make sure a topic sentence is before the anecdote. Don't get so carried away with the story that you don't tell the reader why you are using the anecdote. It won't speak for itself.

**Example writing**

Example writing is the use of illustration to support a thesis. Examples that we read this semester can be extended, brief, personal, or evidence from sources.  An extended example is long and detailed. Several related, brief examples may be used together, or a brief example can be used with a fact. Examples can be personal stories or stories from someone you know. Evidence from a properly cited source can serve as an example.

In this class, you can use brief examples: personal and evidence. While personal examples add color and interest, they are stronger when used with some type of evidence (quote, facts, etc.). This shows that the example is representative.

* In academic writing, evidence as examples is most appropriate. We will discuss how to cite sources in class.
* Your brief examples must be connected with a topic sentence, so it is clear why you are using the example.

**Cause and effect writing**

Cause and effect writing is used to show the reasons for or results of an action or situation. An essay may focus on one or combine the two. Effects could include possible effects, such as making a prediction.

In this class, you can use this type of writing in the context of wanting to prevent something from happening (such as drunk driving deaths) or trying to get something to happen again (an increase in the graduation rate). Thus, a cause or an effect could be part of a paragraph in your argumentative essay that suggests a particular solution.  A cause or effect could also be used as part of an analogy to argue that what happened somewhere else could happen here.  Or you could include an effect/ prediction in your conclusion.

* Make sure you differentiate between what came before and what caused it. Also, what came after is not the same as effect.
* Use the most important causes or effects. Avoid the minor ones.

**Comparison contrast writing**

Comparison and contrast is used to point out how things are alike or different to better understand ourselves and our world as well as to make informed decisions. Two methods of organization you may see are block (also called whole-to-whole) or point-by-point (also called alternating). In block, everything about subject A is covered then everything about subject B. Alternating goes back and forth between part of subject A then part of subject B. For example, if I was writing an essay on two of my cats, I could use block to cover everything about Jayme (looks, personality, health) , then everything about Jack (looks, personality, health). If I was using alternating, I'd write about looks (Jayme, then Jack), personality (Jayme, then Jack), and health (Jayme, then Jack). The method of organization I'd choose would depend on the subject as well as the thesis.

In this class, you may make comparisons to show how something seemingly unacceptable or illegal (such as drug use) is the same as something that is accepted or legal (alcohol use) to argue that both should be legal or illegal.  You may show how two things are so different (regular school vs. cyberschool) in order to argue how much better one is. You could also show a before and after.

* Use transition words to make the relationship between the two ideas easier to follow. Some transition words are conversely, similarly, on the other hand, etc.

**Definition writing**

Definition writing explains a term or concept by establishing a boundary. An essay could be an extended definition on a subject such as truth or beauty and show what it is and isn't. Or the definition could just be two sentences that explain a technical or unfamiliar term. A definition may be used in the introductory paragraph to clarify a word or phrase used throughout the essay.

In this class, you will use shorter definitions to explain a term.

**Persuasive or argumentative writing**

The goal of persuasive writing is to influence a reader's thoughts or actions. The writer may appeal to the reader's mind or emotions or both. A good argument always includes non-biased evidence, such as facts, examples, or expert opinion.

In this class, you will write persuasive essays that use various modes of development to advance your position.

**How to argue persuasively**

We are surrounded by arguments and persuasion every day. They can take the form of anything from television ads to family members. Often the purpose is to get the audience to change his/her thoughts or behaviors through persuasive appeals. During this semester, you will study argument from the standpoint of a reader and as a writer.  The better arguments use a variety of techniques to sway readers. This is a quick summary of ways to approach an argumentative essay; in class we will look at specific examples.

Use evidence.  The evidence must support the thesis. The strongest evidence is relevant, unbiased, accurate, and representative. It can be

* examples
* facts, statistics, study
* expert authority

Use appeals

1. logic. (logos) Logical appeals support a point of view through reason and a presentation of factual evidence. Logic appeals to common sense. The evidence can include statistics, specific instances, documents, test results, expert testimony, fictional examples to illustrate ideas, eyewitness testimony, and surveys. Logic is used in academic, business, and government writing.  It should form the basis of your essays.

2.  ethics. (ethos)  Ethics reflect deeply held convictions, like patriotism, religion, and humanitarianism. Referencing any of those can show the reader that the writer is a well-informed person of good will who is to be believed. Arguers who demonstrate fair mindedness and good character are more convincing than individuals who lack these qualities. It establishes the credibility of the author and seeks to form common ground with the reader. The ethical appeal is the basis of many sermons, editorials, and political speeches that emphasize shared values and beliefs. This can be a powerful motivator, but only works on audiences with common moral philosophies.

3. emotion. (pathos) Emotional appeals touch and arouse the feelings or emotions of the reader. Emotion also taps into his/her needs to be creative, independent, or popular. It uses images, sensations, or shock techniques to lead people to react. It can include emotional language, personal narratives, and vivid description of events. Emotional appeals are used in public relations, marketing, advertising, and political campaigns. For example, sex appeal is used to sell products from shampoo to cars. Images of starving children will provoke pity and empathy. Emotional appeals engage the reader and can be appropriate when the subject is emotional. These appeals can produce strong responses, but can be short lived and distract from the issue. Your argument should not rely solely on this appeal.

Anticipate objections. When you know your audience and their objections to your point of view, you can fairly stating their case and then refute their argument. This technique may help the writer win over a hostile audience. It shows that you are aware that others may disagree with you and that you have an understanding of and an answer to their concerns.

Arrange ideas. Build to your strongest point is usually the best way to organize your essay.  Also, your points should flow seamlessly from beginning to end.

Use humor. Humor can lighten the mood or cast a new light on the subject.

Don't insult your reader. It hurts an argument. No one wants to read, "if you cared about children, you'd agree with me."  Demeaning and negative language alienates the reader.

Argument from induction. Inductive arguments provide a number of examples and draw a conclusion (claim). The examples must be accurate and representative. The examples could be responses to a questionnaire, interviews, car sales, or blood test results, etc. The claim is a generalization made on the basis of the examples. Scientific conclusions are reached inductively.

Argument from deduction. Deductive arguments start with a true statement (major premise), provide a specific example (minor premise), and draw a conclusion about the the example. The true statement could be a contrast, will, insurance policy. The minor premise is tested against the major premise. If both the major premise and minor premise are true, the conclusion should be also.

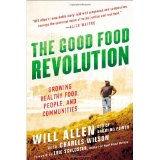
 Avoid fallacies. Fallacies are errors in reasoning that lead to wrong conclusions. These are the most common.

* non sequitur (from the Latin "it does not follow"): stating a conclusion that doesn't follow from the premise. "He has a new computer, so he must be highly skilled in the use of computers."
* oversimplification: supplying neat and easy explanations for large and complex issues.
* hasty generalizations: leaping to a generalization from inadequate or faulty evidence. They can lead to stereotypes. "Women are too weak to fight in combat"
* either/or reasoning: assuming that a reality can be divided into only two parts or extremes or two solutions to a situation. "This country can have a strong defense program or a strong social welfare program."
* argument ad hominem (from the Latin "to the man"): attacking a person's views by attacking his character. "What does he know about marriage? He's been divorced twice.)
* Begging the question: repeating that what you stated in your premises is true because it's true. The writer should prove that it's true, not argue in a circle. "It's true because I know it's true."
* post hoc, ergo propter hoc (from the Latin "After this, therefore because of this"): assuming that because B followed A that B was caused by A. (see modes of development, cause and effect writing). Sometimes no causal relationship exists. "People will be attractive and popular if they drink a certain soda."
* bandwagon appeal: assuming that since everyone is doing it, that it is good.  Polls use this to promote a candidate or fashion trend.

Assignments and notes related to

**The Good Food Revolution**

**by Will Allen**



**Questions that we will discuss in class**. These are some of the major points/ideas/topics that will help you understand the text and be able to write on it.

**The Good Food Revolution**

**Escape p. 1**

1. How had farming become a negative for Willie Mae Allen and for African-American families in the South?

2. Might other groups relate to the concept of farm work being something from which to escape?

**Return p. 5**

1. What do you think about the quote from Booker T. Washington: "Dignify and glorify common labor" (6)?

2. Describe/explain what Allen calls a "broken food system" (7).

**Promises p. 10**

1. Why did he invest the time he did to farming on the side when he made "no significant money"?

2. Any comments on Allen giving up his secure corporate job for a dream?

**Trial by Fire p. 19**

1. What changes in the farming industry does Allen discuss? How are those changes affecting the Black urban community?

2. What is the purpose of the long background story of Karen, DeShell, and DeShawn?

3. What are some life lessons he learns from farming?

4. What is the role of relationships in his professional life?

**Part 1 - Roots**

**Black Flight p. 43**

1. What is the significance of the stories of Rosa Bell, Allen's grandmother and sharecropping?

2. Any comments on his dad's family?

**Beginning p. 52**

1. How was Allen affected by his early years growing up with his parents, two brothers, and Mrs. Frank?

2. Include sports and education.

**A Snorting Terror of Rippling Muscle p. 63**

1. How was Allen affected by the segregated housing at the time? How was he affected by moves to integrate schools?

2. How did his success in basketball change him?

3. What life lessons came from his sports experience?

**Guess Who's Coming to Dinner? p. 74**

1. Any comments on his marriage to Cyndy?

2. Why would Allen include his disappointments in his basketball career?

**Back to Earth p. 88**

1. How does the government "income-support programs" affect our food system?

2. How do discriminatory practices affect the urban food supply?

3. How does Allen respond to racism?

4. Why include the cartoon?

**Part 2 - Sweat Equity**

**Black Gold p. 111**

1. Why include the historical background on farm subsidies?

2. Why does Allen incorporate each of these other programs (Farm-City Link, youth programs, "market basket" through the Neighborhood House, youth offender programs, composting with worms, and fish) into his business?

3. How do relationships contribute his success?

**A Little Hope, A Lot of Will p. 130**

1. Allen discusses his collaboration with Alison Meares Cohen of Heifer International and Hope Finkelstein who helped with organization and grant writing. Jerry Kaufman was also a valuable sounding board. What can the reader get out of these encounters and partnerships?

2. Discuss what Allen means that "the local agricultural system was dismembered piece by piece in the twentieth century" ( 142-43). How does that connect with his goals?

3. Why discuss Karen's background in more depth?

**Homecomings p. 152**

1. What do you think about Larry and Sharon Adams' view that communities can be changed by creating gardens?

2. What do the stories of Lulu and DeShawn, meeting Robert Pierce, and collaborating with Erika add to the book?

**Part 3 - The Revolution**

**Overnight Success p. 183**

1. Why has Allen spent time throughout the book to explain the history of and state of farming and food production?

2. What are your thoughts on Allen's innovations of aquaponics, use of composting as an energy source, and expanding his market to public schools and restaurants?

**New Frontiers p. 208**

1. What do you think about his relationships with Kohl's and Walmart?

2. Allen presents two businesses that grew from his vision: Jeremy Brosowsky of Compost Cab (for profit) and Dereck Cunningham of Lynchburg Grows (nonprofit). Allen believes that both models of changing the food system are viable. What do you think?

3. Comment on Detroit Black Community Food Security Network's assertion that it's important to bring people together to create change.

**The Dream p. 237**

1. Can you picture his dream of changing the food system block by block?

2. Any comments on the concluding stories of Karen, DeShell, and DeShawn or the short story on Damien?



**format for reading responses for GFR (for you to turn in)**

your name

Dr. Parks

English 53 1:00 or 3:15

date

*Good Food Revolution* reading response for pages xx- xx

1. summary of the assigned section. Start with "In The *Good Food Revolution,*  Will Allen writes...... and end with (xx-xx) the page numbers. About 1/2 of a page. Just pick out the main points in the story. Label chapter titles in your summary.

2. Connect to you/your life/relationships and responsibilities. Write about something in the assigned reading that connects to you, your family, your career or interests, the class theme, something you've read in this class, or something you've read in another situation. Pick something small, and truly respond to or connect with what you read. At least 1/2 of a page.

for each assigned reading of GFR

length: 1 1/2 page typed minimum, 2 pages typed maximum

format: MLA, type the number and section name and then type the answer.

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dr. Parks

English 53 \_\_\_\_\_\_\_\_\_\_\_\_\_

date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Good Food Revolution* reading response for foreward to 39

1. summary-- main points. In The *Good Food Revolution,*  Will Allen writes......

( - ).

2. Connect to you/your life/relationships and responsibilities.

**Paper 1 on GFR and your educational narrative**

**Topic**: Write an essay describing your educational experiences. You can cover challenges, successes, experiences with reading and/or writing, teachers, schools, etc. Remember that educational experiences are more than formal education. We learn informally from our family as well. Tie ONE experience or idea of yours to Allen’s educational experiences. You can use comparison or contrast for that part.

This is not a summary of the assigned readings. The paper should focus on you. You only refer to Allen one time in your paper: one reference and no quotes.

**Source**: *Good Food Revolution*

**Length:** two complete pages

**Format**: typed in MLA format

Turn in your third draft, brainstorming notes, typed outline, first draft, second draft, and grade sheet. (in this order)

**General guidelines**: All paragraphs should start with a topic sentence that states the focus of the paragraph. For this paper, it could be challenges, successes, teachers, experiences with literacy, informal learning, or schools. Choose the ones that interest you the most and best tell your story.

When you refer to the book, you can summarize or paraphrase. Do not use direct quotes. Introduce the book using the author’s first and last name and the book title. If you refer to the book a second time, just use the author’s last name. End any summary or paraphrase with the page number(s). Keep any summary to a minimum. Assume your reader has read the book.



**peer edit outline for paper 1 on GFR and educational journey**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that summarizes the author's educational journey? Restate your understanding of the thesis.

2. What suggestions do you have on the thesis?

3. How appropriate are the topic sentences for each paragraph? See sample outline. How well do they support the thesis on the author's educational journey? (The topic sentences do not include evidence from the book.)

4. What suggestions do you have on the topic sentences?

5. How appropriate are the examples/evidence (A. or B.) under each topic sentence?

6. What suggestions do you have on the evidence/examples?

7. What do you like best about this outline?

**peer edit outline for paper 1 on GFR and educational journey**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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6. What suggestions do you have on the evidence/examples?

7. What do you like best about this outline?

**peer edit of first draft for paper 1 on GFR/educational narrative**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence in the first paragraph about the writer’s educational journey? Restate the thesis in your own words.

2. How completely does the writer back up his/her ideas? What further information would help you understand the author's positions?

3. How critically does the writer analyze GFR and connect his/her points to Allen’s experiences? What more would you like to see?

4. How completely does the writer include his or her opinion or examples in each paragraph?

5. How well does the conclusion sum up the argument?

6. What suggestions do you have to improve this paper?

7. What do you like best about this paper?

**peer edit of first draft for paper 1 on GFR/educational narrative**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence in the first paragraph about the writer’s educational journey? Restate the thesis in your own words.

2. How completely does the writer back up his/her ideas? What further information would help you understand the author's positions?

3. How critically does the writer analyze GFR and connect his/her points to Allen’s experiences? What more would you like to see?

4. How completely does the writer include his or her opinion or examples in each paragraph?

5. How well does the conclusion sum up the argument?

6. What suggestions do you have to improve this paper?

7. What do you like best about this paper?

**Conference sheet on SECOND DRAFT on paper 1 on your educational journey**

Complete this page and take it to your conference with your second draft and letter to the professor.

1. What comments did you receive on your first draft?

2. What changes did you make?

3. What **specific** questions do you have on your second draft? (introduction, how to develop your ideas, quoting, punctuation, fragments, run-ons, etc)

|  |  |  |  |
| --- | --- | --- | --- |
| **criteria for paper 1** | **Keep it up!**  (Met expectations) | **Opportunities** (Inconsistently met expectations) | **Want to talk?**  (Didn't meet expectations) |
| **Content**  **(40%)** | Responds to assigned topic.  Is insightful and interesting.  Shows critical thinking. Focuses on educational experiences Includes appropriate details and evidence.  Evidence from GFR is cited correctly. | Responds to the assigned topic.  Argument could include more critical thinking or analysis  The answer could include more details or evidence.  Evidence could connect to point better or cite more correctly. | Does not respond to assigned topic.  No argument.  No details or evidence. Examples may not fit the topic. Repetitive or confusing content. |
| **Organization**  **(30%)** | Topic sentence is in the beginning. Evidence is in the middle.  Transition words connect ideas. Ends with author's ideas.  Conclusion wraps up the topic and predicts or expands. | Topic sentence is in the beginning.  Topic sentence could be stronger.  Reasons could connect to topic sentence better.  Could include more examples, evidence, or development. Not SEE or MEAL format | No topic sentence or topic sentence is not in the beginning.  No transition words.  No concluding sentence.  Organization is not clear.  Hard to follow. |
| **Grammar**  **(30%)** | virtually free of sentence errors: awk sentences, punctuation errors or sp errors. Has sentence variety and appropriate vocabulary. | Noticeable errors in awk sentences, punct, sp, frag, run-ons, verbs, vocab, pronouns, sentence variety. | Many distracting errors in awk sentences, punctuation, sp, frags, run-ons, or verbs. |

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ class time \_\_\_\_\_\_\_\_\_

Get it?

**Paper 1 on GFR/educational journey**

How much time and effort did you put into this paper?

What grade did you get? What did you expect? Why?

What comments did you get on content? (such as needs topic sentences before examples, each paragraph should be a different idea, needs your ideas, needs more analysis, etc.)

What comments did you get regarding grammar? (such as punctuation, run-ons, fragments, etc)

What do you need to do differently on the next paper?

What specific questions do you have? (If your questions are general like "How can I improve?" or "how am I doing in the class?" then see me in my office and bring your paper)

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dr. Parks

English 53 \_\_\_\_\_\_\_\_\_\_\_\_\_

date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

articles reading response

1. summary-- main points. In

SAMPLE

2. Connect to you/your life/relationships and responsibilities/GFR

Discussion questions for "Tomato Salvation" by Andrea Crawford

1. What are some things that food represents?

2. What is connected to "food deserts" - places that lack fresh, healthy food?

3. What does food activism involve besides food?

4. What is your favorite sentence?

Discussion questions for "The New Urban Agriculture" by Rebecca Solnit

1. What does she mean that "Gardens can be the territory for staking out the possibility of a better and different way of living, working, eating, and relating to the world" (66).

2. Solnit describes City Slicker Farms as "farming skills, hope, and community as much as lettuce." What does that mean?

3. How does these articles tie into Willie Mae Allen and Sharon Adams?

4. What do you see as the future of urban agriculture?

5. What is your favorite sentence?

**Paper 2: Assignment on GFR and articles**

**Format**: typed, MLA, 12 pt Times New Roman, with works cited page

**Sources**: *Good Food Revolution* and one article

**Length:** 3 -4 pages

**Topic**: Choose one:

1. What can be achieved in food activism through relationships?

2. What types of relationships can be cultivated to make a positive difference in food activism?

**Thesis:** Your thesis answers the question to the topic.

**General guidelines**

Your introduction should include a definition of food activism or the interconnectedness of the food system.

All paragraphs should start with a topic sentence, include evidence in the middle, and end with an explanation/analysis of the paragraph. Make sure you end paragraphs with your ideas. This is the SEE or MEAL format.

References to the text should be in each body paragraph. Introduce a summary or paraphrase with a lead in, such as "Allen writes." The first time you refer to a book or article, use the author’s first and last name and title of the book or article. Use author's and characters' last names on second reference. Quotes should be used sparingly and only when you could not have said it better. End summaries, quotes, and paraphrases with a parenthetical and the page number, such as "(23)."

See sample outline in class pack.



**peer edit outline for paper 2 on GFR and article**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that tells how relationships are important in restoring the interconnectedness of the food system? Restate your understanding of the thesis.

2. What suggestions do you have on the thesis?

3. How appropriate are the topic sentences for each paragraph? See sample outline. How well do they support the thesis on how important relationships are in restoring the interconnectedness of the food system? (The topic sentences do not include evidence from the book.)

4. What suggestions do you have on the topic sentences?

5. How appropriate are the examples/evidence under each topic sentence?

6. What suggestions do you have on the evidence/examples?

7. What do you like best about this outline?

**peer edit outline on GFR and article**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that tells how relationships are critical in restoring the interconnectedness of the food system? Restate your understanding of the thesis.

2. What suggestions do you have on the thesis?

3. How appropriate are the topic sentences for each paragraph? See sample outline. How well do they support the thesis on how important relationships are in restoring the interconnectedness of the food system? (The topic sentences do not include evidence from the book.)

4. What suggestions do you have on the topic sentences?

5. How appropriate are the examples/evidence under each topic sentence?

6. What suggestions do you have on the evidence/examples?

7. What do you like best about this outline?

**peer edit of first draft for paper 2 on GFR and article**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence in the first paragraph about the importance of relationships in restoring the interconnectedness of the food system? Restate the thesis in your own words.

2. How completely does the writer back up how important relationships are in restoring the interconnectedness of the food system? What more information would help you understand the author's argument?

3. How critically does the writer analyze GFR and the articles? What more would you like to see?

4. How completely does the writer include his or her opinion or examples in each paragraph as well as his/her own behaviors?

5. How well does the conclusion sum up the argument?

6. What suggestions do you have to improve this paper?

7. What do you like best about this paper?

**peer edit of first draft for paper 2 on GFR and article**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence in the first paragraph about the importance of relationships in restoring the interconnectedness of the food system? Restate the thesis in your own words.

2. How completely does the writer back up how important relationships are in restoring the interconnectedness of the food system? What more information would help you understand the author's argument?

3. How critically does the writer analyze GFR and the articles? What more would you like to see?

4. How completely does the writer include his or her opinion or examples in each paragraph as well as his/her own behaviors?

5. How well does the conclusion sum up the argument?

6. What suggestions do you have to improve this paper?

7. What do you like best about this paper?

**Conference sheet on SECOND DRAFT on paper 2 on GFR and the article**

Complete this page and take it to your conference with your second draft and letter to the professor.

1. What comments did you receive on your first draft?

2. What changes did you make?

3. What **specific** questions do you have on your second draft? (introduction, how to develop your ideas, quoting, punctuation, fragments, run-ons, etc)

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria for paper 2 on GFR and article** | **Keep it up!**  (Met expectations) | **Opportunities** (Inconsistently met expectations) | **Want to talk?**  (Didn't meet expectations) |
| **Content**  **(40%)** | Responds to assigned topic.  Is insightful and interesting.  Shows critical thinking. Has a strong, logical argument. Includes appropriate details, examples, details, and evidence.  Evidence from GFR and article is cited correctly. | Responds to the assigned topic.  Has an argument.  Argument could include more critical thinking or analysis.  The argument could include more details, examples, or evidence or less summary.  Evidence could connect to point better or cite more correctly. Too many quotes | Does not respond to assigned topic.  No argument.  No details or evidence. Examples may not fit the topic. Repetitive or confusing content.  Does not use a source |
| **Organization**  **(30%)** | Thesis is in the first paragraph. Introduction has appropriate background and hooks the reader. Each paragraph has one idea.  Evidence is in the middle.  Transition words connect ideas.  Conclusion wraps up the topic and predicts or expands. | Thesis is in the first paragraph.  Intro could have more background.  Thesis could be stronger.  Topic sentence(s) could be stronger reasons or connect to thesis. Does not use SEE format.  Body paragraphs could be on different points, include more examples, evidence, or development. | No thesis or thesis is not in the introduction.  No transition words.  No conclusion.  Paragraphing is not clear.  Hard to follow. |
| **Grammar**  **(30%)** | virtually free of sentence errors: awk sentences, punctuation errors or sp errors. Has sentence variety and appropriate vocabulary. | Noticeable errors in awk sentences, punct, sp, frag, run-ons, verbs, vocab, pronouns, sentence variety. | Many distracting errors in awk sentences, punctuation, sp, frags, run-ons, or verbs. |

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ class time \_\_\_\_\_\_\_\_\_

Get it?

**Paper 2 on GFR and article**

How much time and effort did you put into this paper?

What grade did you get? What did you expect? Why?

What comments did you get on content? (such as needs topic sentences before examples, each paragraph should be a different idea, needs your ideas, needs more analysis, etc.)

What comments did you get regarding grammar? (such as punctuation, run-ons, fragments, etc)

What do you need to do differently on the next paper?

What specific questions do you have? (If your questions are general like "How can I improve?" or "how am I doing in the class?" then see me in my office and bring your paper)

Assignments and notes for

**Replenishing the Earth**

**by Wangari Maathai**

****

**Discussion questions:** These will guide our in-class discussions. They are the major points/discussion/topics in the book.

introduction:

1. What comments do you have about the order of the values?

Chapter 1: Beginnings

1. Create a timeline of Maathai's life with the major events.

Chapter 2: The Wounds

2. What bothered Maathai about her trip to the forest?

3. What is the "right relationship" that she describes on page 45? How did the Kikuyos or other indigenous people lose it? What ways does she suggest to recapture that "right relationship"? How did the English colonialists change their relationship?

Chapter 3: Changing Perspectives

4. What are the different views of the planet?

5. What point does she make with each view?

Chapter 4: The Power of the Tree (**value one - love for the environment**)

6. What do the trees represent in religion and indigenous cultures?

What is the connection between how they are seen and how they are treated?

7. Why does Maathai use so many examples from religions and cultures? What is the effect?

Chapter 5: Sacred Groves, Sacred No More

8. How does Maathai compare those who would cut down trees with those who want to save them in terms of how they view trees and nature?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Indigenous peoples | Loggers | activitists |
| Dollar value of trees |  |  |  |
| Spiritual/religious value of trees |  |  |  |
| Environmental value of trees |  |  |  |

Chapter 6: Gratitude and Respect (**value two - Gratitude and respect for Earth's resources)**

9. What is the effect of the consumerism (materialistic values) of industrialized nations, like the US, on itself as a country, on its individuals, and on others? How does this idea tie into value 2?

10. Why is she critical of songs or the idea of focusing on heaven? What is her answer to such a view?

11. Does the chapter discuss both gratitude and respect equally or focus on one more than the other?

Chapter 7: Self-Empowerment (**value three - Self-empowerment and self- betterment**)

12. Where in *Taking Root* did you see Maathai and the GBM educate and empower people? (Put the answer to this question with your notes on the movie)

Chapter 8: Self-Knowledge

13. Who or what institutions encourage people to feel dependent and powerless?

14. Who teaches people that they have power?

15. What was your opinion about Maathai's criticisms of the church?

16. Any thoughts on her advice on pages 153- 155?

Chapter 9: The Commitment to Service (**value four - The spirit of service and volunteerism)**

17. What is servant leadership? What are some examples from RE or TR?

18. Define social justice, environmental justice, and climate justice. What does she think is the church's role in addressing it? What do you think is the church's role in addressing it?

Chapter 10: Spirituality Meets Activism

19. What positive signs does Maathai see in people and organizations?

Chapter 11: Responding to the Call to Serve

20. Is this chapter a conclusion? How does it fit into value 4 - the spirit of service and volunteerism?

**format for reading responses for RE (for you to turn in)**

for each assigned readings in RE

length: 1 page typed minimum, 2 pages typed maximum

format: MLA, number and label each section. Keep each section (main ideas, vocabulary terms, connection) together although you can break up a section by chapters, such as break up main ideas into those in chapter 4 and those in chapter 5.

\*\*for chapters intro,1, 2 and 3 and articles

1. main ideas. Introduce this section using first reference. State the main ideas of the chapter(s). In this section stay with the main ideas and don't include examples or stories. The main idea will not be the opening story. It is the point of the chapter. This should be about 1/2 of a page.

2. vocabulary terms (with definitions, include what dictionary you used.) Pick two words that are new to you, look up the definition online or in a paper dictionary, and give the definition. A few lines.

3. how it connects to you/your life/relationships and responsibilities. You can connect the chapter to your life, the class theme, other books or articles you have read in this class or in other classes. You can state an opinion. Make sure this section is not a summary of the chapter and how you agree or a running commentary. About 1/2 page

\*\*\*for chapters 4-5, chapter 6, chapters 7-8, chapters 9-11

1. value/main ideas. Introduce this section using first reference. State the value, briefly describe it, and state the main ideas of the chapter(s). In this section stay with the main ideas and don't include examples or stories. The main idea will not be the opening story. It is the point of the chapter. This should be about 1/3 of a page.

2. an example you like. The examples are the stories she tells, bible stories, stories from other cultures, or stories from other religions. The examples back up the main idea. Use second reference in this section. Include why the example resonates with you. This should be about 1/3 of a page.

3. vocabulary terms (with definitions, include what dictionary you used.) Pick two words that are new to you, look up the definition online or in a paper dictionary, and give the definition. A few lines

4. how it connects to you/your life/relationships and responsibilities. You can connect the chapter to your life, the class theme, other books or articles you have read in this class or in other classes. You can state an opinion. Make sure this section is not a summary of the chapter and how you agree or a running commentary. About 1/3 page.

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name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dr. Parks

English 53 \_\_\_\_\_\_\_\_\_\_\_\_\_

date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RE intro and chapter 1 reading response

1. summary-- main points. In

Sample only

2. vocabulary (two) Include which dictionary you used.

3. Connect to you/your life/relationships and responsibilities/GFR

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dr. Parks

English 53 \_\_\_\_\_\_\_\_\_\_\_\_\_

date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RE value 1, chapter 4-5 reading response

1. summary-- state and explain value 1. In

Sample Only

2. an example (story) you like about value 1

3. vocabulary (two).Include which dictionary you used.

4. Connect to you/your life/relationships and responsibilities/GFR/articles/RE

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dr. Parks

English 53 \_\_\_\_\_\_\_\_\_\_\_\_\_

date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

articles reading response

1. summary-- main points. In

Sample Only

2. vocabulary (two).Include which dictionary you used.

3. Connect to you/your life/relationships and responsibilities/RE/GFR

**study/note taking guide for RE (for paper 3 and 5)**

|  |  |
| --- | --- |
| **Value 1: love for the environment**  **Explain or define it:** | **Kikuyu example and/or example from native peoples** |
| **Current examples:** | **Examples from religions:** |
| **Value 2: gratitude and respect for Earth's resources**  **Explain or define it:** | **Kikuyu example and/or example from native peoples** |
| **Current examples:** | **Examples from religions:** |
| **Value 3: self-empowerment and self-betterment**  **Explain or define it:** | **Kikuyu example and/or example from native peoples** |
| **Current examples:** | **Examples from religions:** |
| **Value 4: the spirit of service and volunteerism**  **Explain or define it:** | **Kikuyu example and/or example from native peoples** |
| **Current examples:** | **Examples from religions:** |

**Paper 3: *Replenishing the Earth/Taking Root***

**Format**: typed, 12 pt, Times New Roman, MLA with works cited page

**Source**: *Taking Root* and *Replenishing the Earth*

**Length**: two pages typed

Turn in movie notes, outline, and drafts

**Topic**: What was your response? How did you see value one from RE in the movie? (NOT A SUMMARY OF THE MOVIE)

Think about the following as your plan your paper: What surprised you? What was your response to England's takeover of Kenya and Kenya's fight for independence? What are your thoughts on Maathai or her personality? What are your thoughts on the Green Belt Movement? What do you think about politics in Kenya? This is not a summary or a running commentary. Refer to the movie as you explain your response. Five paragraphs.

sample outline

I introduction with thesis: states your response/opinion and how you saw value one in the movie

II a response/opinion on the GBM, the Mau Mau, politics, or the British, etc.(choose one)

III a response/opinion on Maathai's personality, her personal life, drive, etc.(choose one)

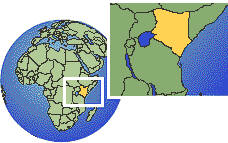
IV how you saw value one (from RE) in *Taking Root.*  Cite book in explaining value one and cite the specific parts of the movie. This paragraph uses TWO sources.

V conclusion

**General guidelines**

All paragraphs should start with a topic sentence which is your opinion, not a fact from the movie. Include evidence in the middle, and end with an explanation/analysis of the paragraph. Make sure you end paragraphs with your ideas. This is the SEE or MEAL format. Most of the paragraph should be your ideas.

References to the movie should be in each body paragraph. Introduce a summary or paraphrase with a lead in, such as "In the movie" or "in *Taking Root*" Quotes should be used sparingly and only when you could not have said it better. You will not end with a parenthetical since there are no page numbers.



**important dates in *Taking Root*:**

1890s: Kenya becomes British East African Protectorate

1920s: England takes over Kenya, makes it a Crown colony, British East Africa

1952- 56: Land Freedom Army or Mau Mau movement (mostly Kikuyos)

1963: Kenya wins its independence, Jomo Kenyatta elected president

1974: President Kenyatta re-elected

\*1977: Dr. Maathai founds Green Belt Movement

1978: Pres. Kenyatta dies in office, his vice president Daniel Moi takes over as president

1978: Pres. Moi is elected

\*1989: Uhuru Park protest

\*1992: Freedom Corner at Uhuru Park; Pres. Moi is re-elected

1997: Pres. Moi is re-elected

\*1998: Karuru Forest protest

2002- Mwai Kibaki elected president (in multi-party elections)

2004: Dr. Maathai is awarded the Nobel Peace Prize, first African

Writer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reader \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

peer feedback sheet for first draft of RE/TR

1. Is the thesis/opinion stated in one clear sentence in the first paragraph? Does it include value one? Restate the thesis in your own words.

2. How appropriate is the evidence that backs up the topic sentences?

3. How critically does the writer analyze the book and movie? What more would you like to see?

4. How completely are the incidents in Dr. Maathai's life connected to value one?

5. Comment on the appropriateness and correctness of the citations and the balance of summary and the writer's ideas.

6. How well does the conclusion sum up the argument?

7. What suggestions do you have to improve this paper?

8. What do you like best about this paper?

Writer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reader \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

peer feedback sheet for first draft of RE/TR

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5. Comment on the appropriateness and correctness of the citations and the balance of summary and the writer's ideas.

6. How well does the conclusion sum up the argument?

7. What suggestions do you have to improve this paper?

8. What do you like best about this paper?

|  |  |  |  |
| --- | --- | --- | --- |
| **criteria for paper 3 RE/TR** | **Keep it up!**  (Met expectations) | **Opportunities** (Inconsistently met expectations) | **Want to talk?**  (Didn't meet expectations) |
| **Content**  **(40%)** | Responds to assigned topic.  Is insightful and interesting. The response has a point.  Shows critical thinking. Includes appropriate details, examples, details, and evidence.  Evidence is cited correctly. Two sources. | Responds to the assigned topic.  Has a point. Response could include more critical thinking or analysis.  The response could include more details, examples, or evidence or less summary.  Evidence could connect to point better or cite more correctly. | Does not respond to assigned topic.  No argument.  No details or evidence. Examples may not fit the topic. Repetitive or confusing content. Only one source. All summary. |
| **Organization**  **(30%)** | Thesis is in the first paragraph. Introduction has appropriate background and hooks the reader. Each paragraph has one idea.  Evidence is in the middle.  Transition words connect ideas.  Conclusion wraps up the topic and predicts or expands. | Thesis is in the first paragraph.  Intro could have more background.  Thesis could be stronger.  Topic sentence(s) could be stronger reasons or connect to thesis.  Body paragraphs could be on different points, include more examples, evidence, or development. Not SEE format. | No thesis or thesis is not in the introduction.  No transition words.  No conclusion.  Paragraphing is not clear.  Hard to follow. |
| **Grammar**  **(30%)** | Virtually free of sentence errors: awk sentences, punctuation errors or sp errors. Has sentence variety and appropriate vocabulary. | Noticeable errors in awk sentences, punct, sp, frag, run-ons, verbs, vocab, pronouns, sentence variety. | Many distracting errors in awk sentences, punctuation, sp, frags, run-ons, or verbs. |

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ class time \_\_\_\_\_\_\_\_\_

Get it?

**Paper 3 on RE/TR**

How much time/effort did you put into this essay?

What grade did you get? What did you expect? Why?

1. What comments did you get on content? (such as needs topic sentences before examples, each paragraph should be a different idea, needs your ideas, needs more analysis, etc.)

2. What comments did you get regarding grammar? (such as punctuation, run-ons, fragments, etc)

3. What do you need to do differently on the next paper?

4. What specific questions do you have? (if you have general questions, like "how am I doing?" or "how can I improve?" then see me in my office with your paper.)

**Paper 4 - in class short answer on three articles**

purpose for you to demonstrate understanding of the articles and ability to relate them to your lives, thoughts, and behaviors.

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**Paper 5 on *Replenishing the Earth* and articles**

**Format**: MLA format, 12 pt, Times New Roman, with typed works cited page

**Sources**: *Replenishing the Earth* and two other sources, such as *Good Food Revolution, Taking Root,*  and the articles. You must use *Replenshing the Earth.*

**length:** 3-4 pages typed

**Topic:** What are the most important aspects of being a good steward of the planet’s resources? You can include attitudes, feelings, and behaviors.

I want to see that you have read and understood the book and articles, have thought about them, and have reflected on your own ideas and behaviors.

**General guidelines**

All paragraphs should start with a topic sentence, include evidence in the middle, and end with an explanation/analysis of the paragraph. Make sure you end paragraphs with your ideas. This is the SEE or MEAL format.

References to the text should be in each body paragraph. Introduce a summary or paraphrase with a lead in, such as "Maathai writes." The first time you refer to a book or article, use the author’s first and last name and title of the book or article. Use author's and characters' last names on second reference. Quotes should be used sparingly and only when you could not have said it better. End summaries, quotes, and paraphrases with a parenthetical and the page number, such as "(23)."

Use transition words, such as similarly or in contrast, especially as you use two sources per paragraph. Transition words help your sources talk to each other.

See sample outline in class pack.



**peer edit outline for paper 5 on RE and two other sources**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that tells what the most important aspects of being a good steward for the planet’s resources? Restate your understanding of the thesis.

2. What suggestions do you have on the thesis?

3. How appropriate are the topic sentences for each paragraph? See sample outline. How well do they support the thesis on what are the most important aspects of being a good steward for the planet’s resources? (The topic sentences do not include evidence from the book.)

4. What suggestions do you have on the topic sentences?

5. How appropriate are the examples/evidence under each topic sentence?

6. What suggestions do you have on the evidence/examples?

7. What do you like best about this outline?

**peer edit outline for paper 5 on RE and two other sources**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that tells what the most important aspects of being a good steward for the planet’s resources? Restate your understanding of the thesis.

2. What suggestions do you have on the thesis?

3. How appropriate are the topic sentences for each paragraph? See sample outline. How well do they support the thesis on what are the most important aspects of being a good steward for the planet’s resources? (The topic sentences do not include evidence from the book.)

4. What suggestions do you have on the topic sentences?

5. How appropriate are the examples/evidence under each topic sentence?

6. What suggestions do you have on the evidence/examples?

7. What do you like best about this outline?

**peer edit of first draft for paper 5 on RE and two other sources**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence in the first paragraph about being a good steward of the planet’s resources? Restate the thesis in your own words.

2. How completely does the writer back up **how** important those aspects are? What more information would help you understand the author's argument?

3. How critically does the writer analyze RE and the articles? What more would you like to see?

4. How completely does the writer include his or her opinion or examples in each paragraph as well as connect to his/her behaviors?

5. How well does the conclusion sum up the argument?

6. What suggestions do you have to improve this paper?

7. What do you like best about this paper?

**peer edit of first draft for paper 5 on RE and two other sources**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence in the first paragraph about being a good steward of the planet’s resources? Restate the thesis in your own words.

2. How completely does the writer back up **how** important those aspects are? What more information would help you understand the author's argument?

3. How critically does the writer analyze RE and the articles? What more would you like to see?

4. How completely does the writer include his or her opinion or examples in each paragraph as well as connect to his/her behaviors?

5. How well does the conclusion sum up the argument?

6. What suggestions do you have to improve this paper?

7. What do you like best about this paper?

**Conference sheet on SECOND DRAFT on paper 5 on RE and two other sources**

Complete this page and take it to your conference with your second draft and letter to the professor.

1. What comments did you receive on your first draft?

2. What changes did you make?

3. What **specific** questions do you have on your second draft? (introduction, how to develop your ideas, quoting, punctuation, fragments, run-ons, etc)

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria for paper 5** | **Keep it up!**  (Met expectations) | **Opportunities** (Inconsistently met expectations) | **Want to talk?**  (Didn't meet expectations) |
| **Content**  **(40%)** | Responds to assigned topic.  Is insightful and interesting.  Shows critical thinking. Has a strong, logical argument. Includes appropriate details, examples, details, and evidence.  Evidence from RE and articles is cited correctly. | Responds to the assigned topic.  Has an argument.  Argument could include more critical thinking or analysis.  The argument could include more details, examples, or evidence or less summary.  Evidence could connect to point better or cite more correctly. | Does not respond to assigned topic.  No argument.  No details or evidence. Examples may not fit the topic. Repetitive or confusing content. Does not use all required sources. |
| **Organization**  **(30%)** | Thesis is in the first paragraph. Introduction has appropriate background and hooks the reader. Each paragraph has one idea.  Evidence is in the middle.  Transition words connect ideas.  Conclusion wraps up the topic and predicts or expands. | Thesis is in the first paragraph.  Intro could have more background.  Thesis could be stronger.  Topic sentence(s) could be stronger reasons or connect to thesis. Does not use SEE format.  Body paragraphs could be on different points, include more examples, evidence, or development. | No thesis or thesis is not in the introduction.  No transition words.  No conclusion.  Paragraphing is not clear.  Hard to follow. |
| **Grammar**  **(30%)** | virtually free of sentence errors: awk sentences, punctuation errors or sp errors. Has sentence variety and appropriate vocabulary. | Noticeable errors in awk sentences, punct, sp, frag, run-ons, verbs, vocab, pronouns, sentence variety. | Many distracting errors in awk sentences, punctuation, sp, frags, run-ons, or verbs. |

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ class time \_\_\_\_\_\_\_\_\_

Get it?

**Paper 5 on RE and two other sources**

How much did you prepare for the paper?

What grade did you get? What did you expect? Why?

What comments did you get on content? (such as needs topic sentences before examples, each paragraph should be a different idea, needs your ideas, needs more analysis, etc.)

What comments did you get regarding grammar? (such as punctuation, run-ons, fragments, etc)

What do you need to do differently on the next essay?

What specific questions do you have? (If you have general questions, such as "what can I do to improve my writing?" see me in my office with your paper.)

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**Final exam: oral presentation**

Include some type of visual, such as power point, poster, brochure, etc. Do not read from your visual, but you may use note cards. You can present the material or have the class play a game. It's up to you.

Each person should turn in a bulleted list of the points he/she is going to cover and his/her role in the group. Include your experience of working in your group. Typed and due when your group presents.

**Topic**: What you learned this semester

In groups, present what you learned this semester. Don't try to cover everything. Focus on one or two areas, such as time management, reading strategies, sentence types, commas, punctuation, paraphrase or summary writing, essay structure, citing sources, theme of relationships and responsibilities, etc.

Time for groups of two is 5-6 minutes, and groups of three have 8 minutes.

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**name of group members \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**grade sheet on oral report**

|  |  |  |  |
| --- | --- | --- | --- |
| Oral report | **Keep it up!**  Used visuals,  organized,  answered questions,  smooth delivery,  both/all members participate  5 minutes | **Opportunities**  Visuals could be more effective  Some questions were addressed or answered  Read presentation | **Didn't meet expectations.**  No visuals,  unorganized, only one member participates,  Couldn't answer questions,  Too long or too short  Delivery is not smooth |

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