# Course Description

This class reviews basic grammar concepts in Standard American English. Topics include syntax, punctuation, and error correction; the role of formal grammar in academic and professional communication; and ethical issues in writing.

# University Learning Outcomes (ULO)

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# General Education Program Learning Outcomes (PLO)

* **PLO1:** The student will be able to prepare effective and clearly written business communications. (ULO 2, 4)
* **PLO2:** The student will display appropriate quantitative problem-solving abilities in the context of a business problem. (ULO 1, 2)
* **PLO3:** The student will be able to apply ethical and moral decision-making principles to business situations. (ULO 2, 3, 4)
* **PLO4:** The student will demonstrate proficiency in the business areas of accounting, management, marketing, and economics. (ULO 1, 2, 3, 4)

# Course Learning Outcomes (CLO):

* **CLO1:** Review the rules, patterns, and functions as prescribed by traditional English grammar usage.
* **CLO2:** Analyze parts of speech, punctuation, word order, and types of sentences.
* **CLO3:** Apply the rules of grammar and punctuation to written English.
* **CLO4:** Explain how writers can be perceived differently depending on their writing.
* **CLO5:** Examine some of the political, social, and pedagogical issues surrounding the status of Standard English in American education and culture.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Fowler, H. R. & Aaron, J. E. (2016). The Little, Brown Handbook (13th ed.). Boston, MA: Pearson.

ISBN: 9780134586335

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Role of Formal Grammar answers | 15 |  |
| Discussion: Week One Round-Robin Story | 15 |  |
| MyLab: Week One Grammar Exercises | 25 |  |
| Quiz: Week One Grammar Exercises | 30 |  |
| Portfolio Project: Resume and Cover Letter | 50 |  |
| Assignment: Parts of Speech Assignment | 25 |  |
| Assignment: Verb Tense and Form | 25 |  |
| **Week 2** |  |  |
| Discussion: Language Change | 15 |  |
| Discussion: Week Two Round-Robin Story | 15 |  |
| MyLab: Week Two Grammar Exercises | 25 |  |
| Assignment: Grammar Agreement | 25 |  |
| Assignment: Grammar Gone Bad | 25 |  |
| Quiz: Week Two Grammar Exercises | 30 |  |
| Portfolio Project: Writing for Different Audiences | 50 |  |
| Grammar Presentation: Topic Selection and Rationale | 25 |  |
| **Week 3** |  |  |
| Discussion: Dialogues in Media | 15 |  |
| Discussion: Week Three Round-Robin Story | 15 |  |
| MyLab: Week Three Grammar Exercises | 25 |  |
| Error Correction: Fragments and Run-On Sentences | 25 |  |
| Quiz: Week Three Grammar Exercises | 30 |  |
| Portfolio Project: Poem/Prose Writing | 50 |  |
| **Week 4** |  |  |
| Discussion: Avoiding Plagiarism | 15 |  |
| Discussion: Week Four Round-Robin Story | 15 |  |
| Assignment: Plagiarism Issues | 25 |  |
| MyLab: Week Four Grammar Exercises | 25 |  |
| Quiz: Week Four Grammar Exercises | 30 |  |
| Portfolio Project: Different Points of View | 50 |  |
| Grammar Presentation: Survey and Continued Work | 25 |  |
| Assignment: Essay Writing | 25 |  |
| **Week 5** |  |  |
| Discussion: Writing Through the Weeks | 15 |  |
| Discussion: Advice From Famous Writers | 15 |  |
| MyLab: Week Five Grammar Exercises | 25 |  |
| Portfolio Project: Peer Review | 30 |  |
| Portfolio Project: Final Submission | 50 |  |
| Grammar Presentation: Final Assignment | 100 |  |
| **Total Points** | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Parts of Speech; Grammar on the Job** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the role of formal grammar in academic and professional communication. | | CLO1, CLO4, CLO5 | |
| * 1. Analyze grammatical structures, relationships, and meaning in declarative simple sentences. | | CLO2 | |
| * 1. Correct errors in simple, progressive, and perfect verb tense formation and use. | | CLO3 | |
| * 1. Demonstrate clear and grammatically correct writing. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard, as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | |  |  |
| **Week One Reading**  **Read** the following sections from *The Little, Brown Handbook*:   * Ch. 11 * Ch. 12 * Ch. 14 | | 1.2, 1.3, 1.4 |  |
| **Resources: The Importance of Good Grammar and Writing**  **Read** the following articles about grammar and writing:   * [Bad Writing and Bad Thinking](http://chronicle.com/article/Bad-WritingBad-Thinking/65031/) * [What Makes Writing So Important?](http://www.marquette.edu/wac/WhatMakesWritingSoImportant.shtml) * [Why do we Care About Grammar?](http://www.huffingtonpost.com/kimberly-tan/why-do-we-care-about-gram_b_1635448.html) * [Should we Care About Grammar and Spelling on Twitter?](http://magazine.good.is/articles/should-we-care-about-grammar-and-spelling-on-twitter) | | 1.1 | Lecture Activity = 0.5hr |
| **Resources: Resumes**  **Review** the following information about resumes:   * [Bad Resume Example and Activity](https://app.crc.ufl.edu/services/JobSearch/documents/badresume.pdf) * [OWL: Introduction to and Expectations for Resumes](https://owl.english.purdue.edu/owl/resource/564/01/) * [OWL: Resume Workshop](https://owl.english.purdue.edu/owl/resource/719/1/) * [“OWL: Resume Writing Presentation” (5:39)](https://www.youtube.com/watch?v=bdhs0VRJODo) | | 1.1, 1.2, 1.4 | Lecture Activity = 0.5hr |
| **Resource: Resume Action Verbs**  When writing a resume, you should be trying to communicate your positive attributes and express how your qualifications make you a great match for your preferred job and career. Thus, it is useful to ensure that your resume contains verbs that express action rather than passivity. The following table contains verbs that, when used correctly, present you as a person who initiates actions.  **Review** the Resume Action Verbs table below.  **Use** appropriate action verbs when writing your resume (an assignment in Week One).  *Note:* Use a dictionary to make sure that you use any new words correctly.   |  |  |  |  | | --- | --- | --- | --- | | **Management** | **Communication** | **Research** | **Technical** | | Achieved  Analyzed  Coordinated  Directed  Executed  Implemented  Organized  Planned  Reported  Supervised | Arbitrated  Counseled  Edited  Formulated  Moderated  Negotiated  Persuaded  Promoted  Publicized  Wrote | Collected  Critiqued  Diagnosed  Evaluated  Investigated  Researched  Reviewed  Summarized  Systematized | Analyzed  Calculated  Computed  Designed  Engineered  Inspected  Operated  Programmed  Repaired  Upgraded | | **Financial** | **Creative** | **Teaching** | **Helping** | | Allocated  Analyzed  Appraised  Audited  Balanced  Budgeted  Calculated  Estimated  Forecasted  Projected | Composed  Conceived  Conceptualized  Created  Designed  Developed  Established  Formed  Illustrated  Produced | Adapted  Advised  Encouraged  Explained  Facilitated  Instructed  Lectured  Persuaded  Stimulated  Trained | Aided  Assisted  Coordinated  Demonstrated  Encouraged  Facilitated  Helped  Maintained  Supported | | | 1.4 |  |
| **Tutorial: Using MyLab**  Throughout this course, you will use the MyLab website to learn and review grammar concepts and to complete homework and assessments.  **Read** the following notice about acquiring a MyLab account:  If you have purchased a MyLab access code within 10 months of this course’s start date:   * You will be able to use your current MyLab account to register for ENG 105. * Get the new Course ID code from your instructor. * Apply the Course ID to your current MyLab account at: <https://www.pearsonmylabandmastering.com/northamerica/students/get-registered/index.html>   If you have not purchased a MyLab account within 10 months of this course’s start date, or need a new code, or have received a code with your new textbook:   * Step 1: Make sure you have the correct MyLab code for the course.    + MyLab is a website and application offered through Pearson. In order to activate your MyLab account, you will need a MyLab access code that matches your course textbook.   + You are required to have a new MyLab access code. Your textbook should contain an access code to the MyLab account. You will use this textbook in multiple courses throughout this program.   + Ensure that you have selected the correct version of the textbook: vISBN-13: 9780321750129.   + Different editions of the textbook will not contain access to the correct MyLab account.   + If you rent or purchase a used book, the access code may have already been redeemed. If this happens, you will have to purchase a new access code directly from Pearson at full price. * Step 2: Register your MyLab account.    + Get the new Course ID code from your instructor.   + Apply the Course ID to your current MyLab account at <https://www.pearsonmylabandmastering.com/northamerica/students/get-registered/index.html>   **Review** the attached documentation to learn how to access your Grammar Exercises in Pearson’s MyLab.  **Review** the MyLab Student User Guide at the Pearson Mastering website: <http://www.pageturnpro.com/Pearson-Education/52438-Mastering-Student-Getting-Started-Guide/index.html#1>  **Complete** the “Introduction to MyLab” module in the MyLab module.  **Post** any questions and comments about the reading in the Using MyLab discussion forum. | | CLO1, CLO2, CLO3 | Review technology tools and tutorials =  **1 hour** |
| **Week 1 Questions and Comments**  **Post** any questions or comments about the Week 1 readings, activities, or assignments in the Week 1 Questions and Comments forum. | | 1.1, 1.2, 1.3, 1.4 |  |
| ***Your Course Experience***  *Review the instructions and notes on your upcoming or long-term assignments for this course.* | |  |  |
| **Long-Term Assignment: Grammar Presentation**  For this project, you will select a confusing grammar concept; create a survey to determine what your friends, family members, and colleagues do and do not understand about the concept; and develop a presentation to clarify common mistakes surrounding the grammar concept.  **Part 1: Topic Selection and Rationale** (Due in Week 2)  **Select** your topic from the list provided in the Week 2 Assignment folder, and write a brief rationale for your choice.  **Part 2: Survey**  **Develop** a simple survey that will help you determine the following:   * How do people define or explain the selected grammar concept? * How is it commonly used or misused? * What are some examples of incorrect usage? * Why are people confused about the concept? * What are some consequences of incorrect usage in education or the workplace? * Any other questions or topics that you think are interesting or relevant   *Note*: At least 5 people must respond to your survey. It is recommended that you design your survey and contact potential participants in Week 3, then administer your survey and compile your results in Week 4. Consider using a tool such as [Survey Monkey](https://www.surveymonkey.com/) to administer your survey.  **Part 3: Presentation** (Due at the end of Week 5)  **Select** one of the following formats for your grammar presentation, and **use** the appropriate tone and style for the intended audience:   * **PowerPoint or Prezi presentation**    + 10–12 slides including speaker’s notes, with approximately 25 words per slide   + Your audience is your classmates and your instructor. * **Informational brochure**    + Tri-fold brochure   + Your audience is office workers. * **Lesson plan**    + Explanation and activity for a 45-minute lesson   + Your audience is college students. * **Podcast**    + 3–5 minute podcast, uploaded to YouTube.com or Vimeo.com   + Your audience is the general public. * **Paper**    + 1.5–2 pages, including introduction and conclusion   + Your audience is your instructor.   **Include** the following in your presentation, as appropriate for your selected format:   * Show your survey questions, and summarize the results of your survey. * Explain the rules and common misunderstandings about your grammar concept. * Demonstrate correct usage. * Briefly discuss the consequences for misuse of this grammar concept in academic or professional writing.   **Use** a minimum of 2 reputable resources to support your presentation. These may include articles, videos, tutorials, or any other valuable resource. Include an APA-formatted reference page or section.  **Use** a minimum of 2 images or graphics to illustrate your presentation.  **Submit** your grammar presentation through Blackboard. | |  |  |
| **Long-Term Assignment: Portfolio Project**  Each week, you will create documents to contribute to a professional portfolio. Portfolios usually include your resume, a cover letter, and examples of your work that you can use to showcase your skills and qualifications when applying for jobs.  *Note:* It is highly recommended that you create a folder on your Google Drive account to preserve these documents for your use after this class has been completed.  **Review** the following submission table:   |  |  |  | | --- | --- | --- | | ***Week 1*** | **Resume and Cover Letter** | You will write a resume and cover letter to demonstrate your ability to write common technical documents. | | ***Week 2*** | **Writing for Different Audiences** | You will write 3 total documents aimed at formal or informal audiences to demonstrate your ability to appropriately choose your tone and word choice. | | ***Week 3*** | **Poem/Prose Writing** | You will write either a poem or prose piece to demonstrate your ability to convey complex thoughts through a mix of sentence lengths. | | ***Week 4*** | **Different Points of View** | You will write 3 short pieces using a variety of points of view to demonstrate your command of first-person, second-person, and third-person writing. | | ***Week 5*** | **Peer Review and Final Submission** | You will help a peer review another student’s portfolio by Thursday, revise your portfolio based on constructive criticism, and submit your entire portfolio for a final grade by Sunday. |   *Note*: For more detailed instructions on each of these submissions, refer to the weekly graded assignments. | |  |  |
| **Long-Term Assignment: Round-Robin Stories**  During Weeks 1–4, you and your classmates will write [round-robin stories](http://startaroundrobinstory.wikia.com/wiki/Start_A_Round-Robin_Story_Wiki) in which you demonstrate your ability to correctly use grammar techniques and concepts.  A round-robin story is a story in which one writer starts a story, another writer continues the story, yet another writer continues the story, and so on.  You will be writing two different story segments each week, one by Thursday and one by Sunday.  In Week 1, you will begin a story. Then, you will choose another peer’s story to continue, and write another entry that continues that story. In each further section, you will choose another peer’s story to continue, until you write a conclusion in Week 4.  **Ensure** that you are demonstrating each week’s required grammar concepts in your stories! | |  |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Role of Formal Grammar** answers  **Respond** to the following question in the “Role of Formal Grammar” discussion forum by Thursday:   * What role does correct grammar play in your academic work or professional communication? * Describe an example from work or school where clear writing is a necessity. * What kinds of problems could result if the writing in your scenario were unclear or contained errors? Provide specific examples to support your ideas.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Week One Round-Robin Story**  During Weeks 1–4, you and your classmates will write [round-robin stories](http://startaroundrobinstory.wikia.com/wiki/Start_A_Round-Robin_Story_Wiki). Using the [Round Robin Story Template](https://blackboard.gmercyu.edu/courses/1/Fall2017_ENG105_003A/content/_1109436_1/embedded/Round%20Robin%20Story%20Template.docx), you will complete the following activities this week:   * Write a 150- to 200-word introduction to a story (Week One, Part I), due by Thursday. * Select another and download another student’s introduction. * Write the next section of someone else’s story (Week One, Part II), while someone writes an addition to your story.   **Review** the following requirements for your story introduction (Week One, Part I), due by Thursday:   * Begin your story with the following line: *It was a dark and stormy night, and…* * Use the following grammatical structures and punctuation marks as correctly and effectively as possible:   + Use the following verbs: *go, see, eat, have, and fly*. Make sure you demonstrate each verb tense (simple, progressive, and perfect) at least once. *Italicize* the verbs.   + Underline comparative and superlative forms of at least four adjectives   + Highlight five adverbs   + Proofread your introduction carefully before posting.   **Review** the following requirements for Week One, Part II, due by Sunday:   * Download another student's Round Robin Story template from the Discussion Board. * Write a 150- to 200-word addition (Week One, Part II) to another student’s round-robin story introduction. Use complete sentences, and proofread your addition carefully before posting. * Use the following grammatical structures and punctuation marks as correctly and effectively as possible:   + Add and color two compound subjects orange   + Add and color three compound verbs blue   + Add and**BOLD**four prepositional phrases * Proofread your introduction carefully before posting.   *Note*: Initial responses to the prompt are due by 11:59 p.m. (Eastern time) on Thursday. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.2, 1.3, 1.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **MyLab: Week One Grammar Exercises**  **Read** the instructions for accessing Pearson’s MyLab.  **Complete** the Week One Grammar Exercises in MyLab.  **Review** your answers and the feedback from MyLab.  **Post** all questions and comments in the MyLab Exercises Questions forum. | | 1.2, 1.3 | Problem Solving = 1hr |
| **Quiz: Week One Grammar Exercises**  **Complete** the Week One Grammar Exercises quiz. | | 1.2, 1.3, 1.4 | Quiz = 1hr |
| **Portfolio Project: Resume and Cover Letter**  Each week, you will create documents to contribute to a professional portfolio. Portfolios usually include your resume, a cover letter, and examples of your work that you can use to showcase your skills and qualifications when applying for jobs.  *Note*: It is highly recommended that you create a folder on your Google Drive account to preserve these document for your use after this course has been completed.  **Find** a posting for a job, internship, or graduate school program that you are interested in and qualified for (or that you will be qualified for upon graduation). The following sites are good places to begin your search:   * [Monster.com](http://www.monster.com/) * [Simplyhired.com](http://www.simplyhired.com/) * [Internships.com](http://www.internships.com/)   **Write** a 350- to 500-word (single-spaced) resume that includes the following:   * Your contact information * Your work experience * Your education * Your unique skills   *Note*: Your instructor will keep your resume strictly confidential. You are not required or expected to share any private information with your classmates.  **Review** the Resume Action Verbs chart from the Week One Resources.  **Write** a ½-page (single-spaced) cover letter appropriate for the selected posting.  **Proofread** your resume and cover letter. Pay special attention to the following:   * Are your verb tenses correct and consistent? * Do you use adjectives and adverbs effectively?   **Attach** the posting to the end of your cover letter.  **Submit** your resume and cover letter through Blackboard. | | 1.4 | Writing = 1hr |
| **Assignment: Parts of Speech**  **Download** the Parts of Speechworksheet, and save a copy to your computer.  **Follow** all instructions on the worksheet.  **Submit** your completed worksheet through Blackboard. | | 1.1, 1.3, 14 | =0.5hr |
| **Assignment: Verb Tense and Form**  **Download** the Verb Tense and Form worksheet, and save a copy to your computer.  **Follow** all instructions on the worksheet.  **Submit** your completed worksheet through Blackboard. | | 1.3.14 | =0.5hr |
| **Total** |  |  |  |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**Resources for Pearson’s MyLab:** This course has been designed to function in parallel with Pearson’s MyLab, a resource that students can access through Blackboard.

Note the Pearson MyLab sidebar tab in the ENG105 course shell. This link will take you directly to the Pearson’s MyLab & Mastering page, where all of your MyLab tools are accessible.

To set up your course, read the instructions in the Start Here course menu button – Setting Up Pearson’s MyLab – Instructor Use ONLY.

This should link your course successfully. If you additional issues, contact Pearson Support.

**Tutorial resources for Pearson’s MyLab:** <http://help.pearsoncmg.com/mylabmastering/bbi/instructor/en/index.html>

* Recommended reading for faculty on teaching college English: [In the Basement of the Ivory Tower](http://www.theatlantic.com/magazine/archive/2008/06/in-the-basement-of-the-ivory-tower/306810/).
* **DQ 1: Role of Formal Grammar:** Provide one or more of the follow-up questions or prompts below to elicit further discussion. It is recommended that you post the follow-ups on Day 4 or 5.
  + Can you think of other ways unclear writing could prevent you from accomplishing your goals?
  + Were you surprised at your classmates’ discussions of the consequences of unclear writing in their fields? What could hurt them in their fields?
* **DQ 2: Round-Robin Story Introductions:** All students should have written an introduction by Day 4. Starting on Day 5, facilitate a peer review of their grammar and punctuation. Each student should select one other student’s story to review and provide appropriate feedback. Instructors should monitor the discussions and provide clarification and guidance, as necessary.
* **Week 1 Grammar Exercises:** Exercises are graded for completion only.
  + Follow these instructions to access the answer keys to the grammar exercises:
    - Click [here](http://www.pearsonhighered.com/pearsonhigheredus/ircrequestaccess/irc_countries_selection.page?productCode=pearsonhighered) to request access to the Instructor Resource Center.
    - Navigate to the Pearson Higher Education site for [*The Little, Brown Workbook*](http://www.pearsonhighered.com/educator/product/The-Little-Brown-Workbook/9780205238002.page#downlaoddiv).
    - Click **Resources**.
    - Click **Answer Key (PDF)**.
    - Log in.
  + Review students’ scores on the Week 1 grammar exercises. If a student scores below 70% on any exercise, refer them to the following online resources and exercises for additional practice:
    - [Verb Tense Consistency: Reading](https://owl.english.purdue.edu/owl/resource/601/04/)
    - [Verb Tense Consistency: Exercises](https://owl.english.purdue.edu/exercises/2/22)
    - [Prepositions](https://depts.dyc.edu/learningcenter/owl/exercises/prepositions_ex2.htm)
    - [Parts of Speech](http://highered.mheducation.com/sites/0073123587/student_view0/chapter6/parts_of_speech_exercise.html)
  + The following website contains free grammar exercises that faculty can recommend. Students need to register with an email address.   
    - [A Common Sense Guide to Grammar and Usage](http://bcs.bedfordstmartins.com/exercisecentral/Exercises/QuizHome/61)

|  |  |  |  |
| --- | --- | --- | --- |
| Week Two: Sentence-Level Word Order; Formal and Informal Writing Styles | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Demonstrate appropriate usage of commas and end punctuation. | | CLO1, CLO3 | |
| * 1. Combine and punctuate sentences using coordinating conjunctions and conjunctive adverbs. | | CLO1, CLO3 | |
| * 1. Analyze grammatical structures, relationships, and meaning in interrogative and declarative compound sentences. | | CLO2 | |
| * 1. Correct errors in subject–verb agreement, question word order, and sentence combining. | | CLO3 | |
| * 1. Explore how the structure of compound sentences and punctuation add variety and complexity to written ideas. | | CLO3, CLO4 | |
| * 1. Identify and correct errors in pronoun–antecedent agreement, indefinite article–verb agreement, and dangling or misplaced modifiers. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Two Reading**  **Read** the following sections from *The Little, Brown Handbook*:   * Ch. 1 * Ch. 15 * Ch. 27 * Ch. 28 * Ch. 29 | |  |  |
| **Resources: Punctuation**  **Review** the following guides on punctuation:   * [How to use a Semicolon](http://theoatmeal.com/comics/semicolon) * [How to use an Apostrophe](http://theoatmeal.com/comics/apostrophe) | |  | Lecture Activity = 0.25hr |
| **Resources: Formal and Informal Writing**  **Review** the following about formal and informal writing:   * “[Formal vs Informal Writing: What’s the Difference and When to Use Them](https://www.youtube.com/watch?v=sdDBY2-Wmis)” (2:52) * [Is Texting Killing the English Language?](http://ideas.time.com/2013/04/25/is-texting-killing-the-english-language/) * [No LOL Matter: Tween Texting May Lead to Poor Grammar Skills](http://www.sciencedaily.com/releases/2012/07/120726122244.htm) * [School Kids Correct Celebrity Grammar Mistakes on Twitter](http://www.cbc.ca/newsblogs/yourcommunity/2013/06/school-kids-correct-celebrity-grammar-mistakes-on-twitter.html) * [The 13 Celebrities with the Worst Grammar On Twitter](http://www.businessinsider.com/worst-celebrity-grammar-2013-6?op=1) * [The Alot is Better Than You at Everything](http://hyperboleandahalf.blogspot.com/2010/04/alot-is-better-than-you-at-everything.html) | |  | Lecture Activity = 0.5hr |
| **Resources: Language Change**  **Read** the following articles about language change:   * [Does English Still Borrow Words from Other Languages?](http://www.bbc.com/news/magazine-26014925) * [The Linguistics of LOL](http://www.theatlantic.com/magazine/archive/2014/10/the-linguistics-of-lol/379336/) | |  | Lecture Activity = 0.25hr |
| **Instructor Feedback: Resume and Cover Letter**  **Review** your instructor’s feedback on your resume and cover letter.  **Keep** these documents for your Final Portfolio, due in Week 5. Contact your instructor for additional feedback about your assignment via email. Prepare a list of questions about what you did not understand from the feedback, and indicate what you did not understand about those corrections listed; then, email that list to your instructor for follow-up by Day 4. | |  | Lecture Activity = 1hr |
| **Week 2 Questions and Comments**  **Post** any questions or comments about the Week 2 readings, activities, or assignments in the Week 2 Questions and Comments forum. | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Language Change**  **Review** [Does English Still Borrow Words from Other Languages?](http://www.bbc.com/news/magazine-26014925)  **Respond** to the following question in the “Language Change” discussion forum by Thursday:   * What does the article mean when it states the English language borrows words? Provide an example from the article of a word that was added from another language into the English language; then, provide another example of your own. * Why do you think language is always changing? What do you think was the most significant event that caused some change in English?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | |  | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Week Two Round-Robin Story**  During Weeks 1–4, you and your classmates will write [round-robin stories](http://startaroundrobinstory.wikia.com/wiki/Start_A_Round-Robin_Story_Wiki).  Complete the following activities this week:   * + Download the Round Robin Story templates from two students' Week One Discussion Board posts.   + Write a 150- to 200-word continuation to one student's story (Week Two, Part I), due by Thursday.   + Write a 150- to 200-word continuation to another student's story (Week Two, Part II), due by Sunday.   **Review**thefollowing requirements for the Week Two, Part I continuation, due by Thursday**:**   * + Use the following grammatical structures and punctuation marks as correctly and effectively as possible:  Highlight three different types of end punctuation   + **Bold** at least three semicolons   + Underline subject-verb pairs showing agreement * Proofread your continuation carefully before posting.   **Review**thefollowing requirements for the Week Two, Part II continuation, due by Sunday**:**   * Use the following grammatical structures and punctuation marks as correctly and effectively as possible:   + Write and color at least two pronoun-antecedent pairs showing agreement blue   + Make every third sentence compound*and italicize* it * Proofread your continuation carefully before posting.   Note: Initial responses to the prompt are due by 11:59 p.m. (Eastern time) on Thursday. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.3, 2.4, 2.5 | Discussion: one post and replies to three other posts = **1 hour** |
| **MyLab: Week Two Grammar Exercises**  **Complete** the Week Two Grammar Exercises in MyLab.  **Review** your answers and the feedback from MyLab.  **Post** all questions and comments in the MyLab Exercises Questions forum. | | 2.1, 2.2 | Problem Solving = 1hr |
| **Assignment: Grammar Agreement**  **Download** the Grammar Agreement worksheet, and save a copy to your computer.  **Follow** all instructions on the worksheet.  **Submit** your completed worksheet through Blackboard. | | 2.2, 2.3, 2.5 | Problem Solving = 0.5hr |
| **Assignment: Grammar Gone Bad**  **Download** the Grammar Gone Bad worksheet, and save a copy to your computer.  **Follow** all instructions on the worksheet.  **Submit** your completed worksheet through Blackboard. | | 2.4 | Problem Solving = 0.5hr |
| **Quiz: Week Two Grammar Exercises**  **Complete** the Week Two Grammar Exercises quiz. | | 2.2, 2.3, 2.4 | Quiz = 1hr |
| **Portfolio Project: Writing for Different Audiences**  **Review** “[Formal vs Informal Writing: What’s the Difference and When to Use Them](https://www.youtube.com/watch?v=sdDBY2-Wmis)” (2:52).  **Write** a 100- to 200-word paragraph for each of the following prompts in either a formal or informal manner:   * Write an entertaining account of your day at work or home in the past week for a friend. * Write a letter to your supervisor expressing why you deserve a raise. * Explain a product or procedure you use at work to a new employee who you do not know well.   **Format** your paragraphs in a single document. Title each paragraph.  **Proofread** your paragraphs. Pay special attention to the following:   * Are your content, tone, and style appropriate for each audience and purpose? * Do you use punctuation marks and coordinating conjunctions effectively?   **Submit** your document through Blackboard. | | 2.5 | Writing = 1hr |
| **Grammar Presentation: Topic Selection and Rationale**  For this project, you will develop and administer a simple survey about a grammar topic and use the results to develop your final presentation. It is recommended that you follow this schedule:   * Week 3: Conduct research into your selected topic, design your survey, and contact potential participants. * Week 4: Administer your survey, compile your results, and begin working on your presentation. * Week 5: Final presentation is due.   *Note:* Review the Your Course Experience section in Week 1 of this course if you need more information about the survey or the requirements for the presentation.  **Select** one of the following topics for your Grammar Presentation, and begin planning your timeline and survey:   * Semicolon versus comma * Plural nouns versus possessive nouns * Indefinite article and verb agreement * How to use an apostrophe * How to use a colon * Three sets of commonly confused words: affect/effect, their/they’re/there, and definitely/defiantly * Coordinating conjunctions (FANBOYS) * You may select another topic, but you must obtain your instructor’s approval   **Use** the GrammarGirl sources below to begin your research:   * [Quick and Dirty Tips: Grammar Girl](http://www.quickanddirtytips.com/grammar-girl) * [Twitter: Mignon Fogarty@GrammarGirl](https://twitter.com/GrammarGirl) * [Facebook: Grammar Girl](https://www.facebook.com/GrammarGirl)   **Answer** the following in a paragraph:   * Why did you choose this topic? * What do you already know about this topic? * What do you want to find out about this topic? * How and where will you begin searching for the information you need?   **Submit** your paragraph through Blackboard. | |  | Writing = 0.5hr |
| **Total** |  |  |  |

# Faculty Notes

* Recommended reading for faculty on online comments sections: [Turning the Tables on the Comments Section](http://bigthink.com/harpys-review/turning-the-tables-on-the-comments-section-the-best-and-worst-commenters-at-online-sites-and-magazines)
* **DQ 1: Language Change:** Provide one or more of the follow-up questions or prompts below to elicit further discussion. It is recommended that you post the follow-ups on Day 4 or 5.
  + Research a form of English that borrows heavily from another language, such as a mixture of Spanish and English or Chinese and English. How did this form of language develop? What are the advantages and disadvantages of this type of hybrid language?
* **DQ 2: Round-Robin, Part 2:** All students should have written an addition to the plot by Day 4. Starting on Day 5, facilitate a peer review of their grammar and punctuation. Each student should select another story to review and provide appropriate feedback. Instructors should monitor the discussions and provide clarification and guidance as necessary.
* **Week 2 Grammar Exercises:** Exercises are graded for completion only.
  + Review students’ scores on the Week 2 grammar exercises. If a student scores below 70% on any exercise, refer them to the following online resources and exercises for additional practice:
    - [Subject and Verb Agreement Exercise](https://owl.english.purdue.edu/exercises/5/13/34)
    - [Coordination and Subordination](https://owl.english.purdue.edu/engagement/2/1/37/)
    - [Identifying Independent and Dependent Clauses](https://owl.english.purdue.edu/owl/resource/598/01/)
    - [Compound Sentences Exercise](http://highered.mheducation.com/sites/0073123587/student_view0/chapter6/compound_sentences_exercise.html)
    - [Commas](https://owl.english.purdue.edu/exercises/3/5)
  + The following website contains free grammar exercises that faculty can recommend. Students need to register with an email address.
* [A Common Sense Guide to Grammar and Usage](http://bcs.bedfordstmartins.com/exercisecentral/Exercises/QuizHome/61)

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| --- | --- | --- | --- |
| Week Three: Writing Complex Sentences; Avoiding Fragments, Run-on Sentences, and Comma Splices | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate active from passive construction and use. | | CLO1, CLO3 | |
| * 1. Combine and punctuate sentences using subordinating conjunctions. | | CLO1, CLO3 | |
| * 1. Analyze grammatical structures, relationships, and meaning in declarative complex sentences. | | CLO2 | |
| * 1. Eliminate sentence fragments, run-on sentences, and comma splices. | | CLO3 | |
| * 1. Explore how the structure of complex sentences and punctuation add variety and complexity to written ideas. | | CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Three Reading**  **Read** the following sections from *The Little, Brown Handbook*:   * Ch. 2 * Ch. 3 * Ch. 14 * Ch. 17 * Ch. 18 * Ch. 24 | | 3.1, 3.2, 3.3, 3.4, 3.5 |  |
| **Resources: Common Mistakes in English Grammar and Punctuation**  **Review** the following information about common mistakes in English grammar and punctuation:   * [The Fragment](http://www.supergrammar.com/search/label/fragment) * [The Run-on Sentence](http://www.supergrammar.com/search/label/run-on) * [The Comma Splice](http://www.supergrammar.com/2012/01/comma-splice.html) * “[38 Common Spelling and Grammar Errors](http://www.grammarcomic.com/38-common-spelling-and-grammar-errors-mental-floss-video/)” (9:41)   **Post** any questions or insights about these common mistakes in the Week 3 Questions and Comments forum. | | 3.2, 3.3, 3.4 | Lecture Activity = 0.5hr |
| **Instructor Feedback: Writing for Different Audiences**  **Review** your instructor’s feedback on your Writing for Different Audiences paper.  **Keep** these documents for your Final Portfolio, due in Week 5. Contact your instructor for additional feedback about your assignment via email. Prepare a list of questions about what you did not understand from the feedback, and indicate what you did not understand about those corrections listed; then, email that list to your instructor for follow up by Day 4. | | 2.5 | Guided Project = 1hr |
| **Week 3 Questions and Comments**  **Post** any questions or comments about the Week 3 readings, activities, or assignments in the Week 3 Questions and Comments forum. | | 3.1, 3.2, 3.3, 3.4, 3.5 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Dialogues in Media**  Assume there is value in both types of communication: speaking and writing. Speaking can express ideas and passion, whereas writing can express those ideas in a clear, readable way.  **Respond** to the following question in the “Speaking Versus Writing” discussion forum by Thursday:   * Locate a dialogue for two characters from a television show, movie, play, or other piece of media. * Explain what the characters are saying and communicating in your own words. * Does the dialogue clearly express what the characters are thinking and feeling? Why or why not? Justify your response.   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 3.5 | Discussion Board = 1hr |
| **Discussion: Week Three Round-Robin Story**  During Weeks 1–4, you and your classmates will write round-robin stories.  Complete the following activities this week:   * + Download the Round Robin Story templates from two students' Week Two Discussion Board posts.   + Write a 150- to 200-word continuation to one student's story (Week Three, Part I), due by Thursday.   + Write a 150- to 200-word continuation to another student's story (Week Three, Part II), due by Sunday.   **Review**thefollowing requirements for Week Three, Part I, due by Thursday**:**   * Use the following grammatical structures and punctuation marks as correctly and effectively as possible: * Use active voice throughout * Divide at least two sentences with a blue coordinating conjunction.   + Proofread your introduction carefully before posting.   **Review**thefollowing requirements for Week Three, Part II, due by Sunday**:**   * Use the following grammatical structures and punctuation marks as correctly and effectively as possible: * Use active voice throughout * Make every third sentence a complex sentence and *italicize* it. * Proofread your introduction carefully before posting.   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.5 | Discussion Board = 1hr |
| **MyLab: Week Three Grammar Exercises**  **Complete** the Week Three Grammar Exercises in MyLab.  **Review** your answers and the feedback from MyLab.  **Post** all questions and comments in the MyLab Exercises Questions forum. | | 3.1  3.2 | Problem Solving = 1hr |
| **Error Correction: Fragments and Run-On Sentences**  **Download** the Fragments and Run-On Sentences worksheet, and save a copy to your computer.  **Follow** all instructions on the worksheet.  **Submit** your completed worksheet through Blackboard. | | 3.2, 3.3, 3.4 | Problem Solving = 1 hr |
| **Quiz: Week Three Grammar Exercises**  **Complete** the Week Three Grammar Exercises quiz. | | 3.2, 3.3, 3.4 | Quiz = 1hr |
| **Portfolio Project: Poem/Prose Writing**  For this assignment, you will review an example of a poem and a piece of prose writing. Then, you will search for a poem or prose piece and re-write it in the opposite format.  **Review** one or more of the following poems:   * “[The Road Not Taken](http://www.bartleby.com/119/1.html)” by Robert Frost * “[Introduction to Poetry](https://www.poetryfoundation.org/poems/46712/introduction-to-poetry)” by Billy Collins * “[Plurality](https://www.poetryfoundation.org/poems/91398/plurality)”, by Louis Macneice * “[The Anniversary](https://www.poetryfoundation.org/poems/91241/the-anniversary-),” by Alicia Ostriker   **Examine** how each author uses complex and coordinated ideas to build on each line in the poem, using commas and lines breaks.  **Review** an excerpt from one or more of the following prose pieces:   * [*To Kill a Mockingbird*](http://www.npr.org/books/titles/138016602/to-kill-a-mockingbird#excerpt)*,* by Harper Lee * [*The Time Machine*](http://www.u.arizona.edu/~gmcmilla/wells.html), by H.G. Wells * [*Charlotte’s Web*](http://www.npr.org/programs/death/readings/stories/ebwhite.html), by E.B. White * [*The Great Gatsby*](http://www.scribnermagazine.com/2015/04/an-excerpt-from-the-great-gatsby/), by F. Scott Fitzgerald   **Examine** how each author uses a mixture of simple and complex sentences and semicolons to make their prose writing vivid and dramatic.  **Search** for a poem or prose piece other than the ones listed above.  **Re-write** the piece with the following instructions:   * If you chose a poem: **re-write** it as a 150- to 250 word prose piece. * If you chose a prose piece: **re-write** it as a 20-25 line poem.   Additionally, **preserve** the meaning and tone of the original piece.  **Submit** your poem or prose piece through Blackboard. | | 3.2, 3.5 | Writing = 1hr |
| **Total** |  |  |  |

# Faculty Notes

* Recommended reading for faculty on passive and active clauses: [The Passive in English](http://languagelog.ldc.upenn.edu/nll/?p=2922)
* **DQ 1: Speaking Versus Writing:** Provide one or more of the follow-up questions or prompts below to elicit further discussion. It is recommended that you post the follow-ups on Day 4 or 5.
* When has one’s ability to write like he or she speaks been hurtful to the clarity of his or her formal writing?
* What are some of the major ways informal conversations can creep into formal writing assignments?
* **DQ 2: Round-Robin, Part 3:** All students should have written an addition to the plot by Day 4. Starting on Day 5, facilitate a peer review of their grammar and punctuation. Each student should select another story to review and provide appropriate feedback. Instructors should monitor the discussions and provide clarification and guidance, as necessary.
* **Week 3 Grammar Exercises:** Exercises are graded for completion only.
  + Review students’ scores on the Week 3 grammar exercises. If a student scores below 70% on any exercise, refer them to the following online resources and exercises for additional practice:
    - [Simple, Compound, Complex](http://highered.mheducation.com/sites/0073511994/student_view0/brush_up/part_i-grammar2/grammar_exercise_04.html)
    - [Sentence Fragments](https://owl.english.purdue.edu/exercises/5/18/)
    - [Run-ons, Comma Splices, and Fused Sentences](https://owl.english.purdue.edu/exercises/5/26/5/)
    - [Active and Passive Voice Exercise](http://www.englishpractice.com/grammar/active-passive-voice-exercise-3/)
  + The following website contains free grammar exercises that faculty can recommend. Students need to register with an email address.
* [A Common Sense Guide to Grammar and Usage](http://bcs.bedfordstmartins.com/exercisecentral/Exercises/QuizHome/61)
* **Practice Quiz 3:** Sources for the texts on the quiz are below:
  1. Charles Dickens, *A Tale of Two Cities*
  2. Henry Miller, (famous quote)
  3. Judith Viorst, *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
  4. Shakespeare, *The Tempest*
  5. Carson McCullers, *The Heart is a Lonely Hunter*
  6. Cormac McCarthy, *The Road*
  7. Madeleine L’Engle, *A Wrinkle in Time*

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| Week Four: Pronouns and Modifiers; Plagiarism | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate among first-, second-, and third-person points of view in writing. | | CLO1, CLO3 | |
| * 1. Demonstrate correct use of quotation marks, colons, and dashes. | | CLO1, CLO3 | |
| * 1. Identify writing strategies to avoid plagiarism in academic writing. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Four Reading**  **Read** the following sections from *The Little, Brown Handbook*:   * Ch. 9 * Ch. 13 * Ch. 31 * Ch. 32 | | 4.1, 4.2, 4.3 |  |
| **Resources: Point of View, Pronouns, Modifiers, and Punctuation**  **Review** the following information about point of view, pronouns, modifiers, and punctuation:   * [Points of View in Writing](http://www.aims.edu/student/online-writing-lab/tools/point-of-view) * “[Understanding Point of View in Writing](https://www.youtube.com/watch?v=sPftiXqwi_E)” (2:45) * [How to Use “Myself” and Other Reflexive Pronouns](http://www.quickanddirtytips.com/education/grammar/how-to-use-myself-and-other-reflexive-pronouns) * [Dangling Modifiers and How To Correct Them](https://owl.english.purdue.edu/owl/resource/597/1/) * [Commas vs. Semicolons in Compound Sentences](https://owl.english.purdue.edu/owl/resource/607/04/) | | 4.1, 4.2 | Lecture Activity = 0.5hr |
| **Resources: Social Media Citations**  **Review** the following information about APA formatting for citing social media:   * [Reference List: Electronic Sources (Web Publications)](https://owl.english.purdue.edu/owl/resource/560/10/) * [APA Style Blog: How to Cite Social Media in APA Style (Twitter, Facebook, and Google +)](http://blog.apastyle.org/apastyle/2013/10/how-to-cite-social-media-in-apa-style.html) * [APA Style Blog: How to Create a Reference for a YouTube Video](http://blog.apastyle.org/apastyle/2011/10/how-to-create-a-reference-for-a-youtube-video.html) | | 4.3 | Lecture Activity = 0.5hr |
| **Instructor Feedback: Poem or Prose**  **Review** your instructor’s feedback on your poem or prose.  **Keep** these documents for your Final Portfolio, due in Week 5. Contact your instructor for additional feedback about your assignment via email. Prepare a list of questions about what you did not understand from the feedback, and indicate what you did not understand about those corrections listed; then, email that list to your instructor for follow up by Day 4. | | 3.5 | Guided Project = 1hr |
| **Week 4 Questions and Comments**  **Post** any questions or comments about the Week 4 readings, activities, or assignments in the Week 4 Questions and Comments forum. | | 4.1, 4.2, 4.3, 4.4 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Avoiding Plagiarism**  **Respond** to the following question in the “Avoiding Plagiarism” discussion forum by Thursday:   * Issues of plagiarism start with *not* giving authors credit for their work and students assuming responsibility for putting their name on work submitted for credit. One might link plagiarism with kidnapping. Do you think this comparison is accurate? Why or why not? * Explain what it means when you put your name at the top of a paper you are submitting for credit. What are you claiming about the assignment when you do this? Explain the elements of an assignment that demonstrate academic honestly. What does it contain? What does it avoid?   *Note*: Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 4.4 | Discussion Board = 1hr |
| **Discussion: Week Four Round-Robin Story**  During Weeks 1–4, you and your classmates will write [round-robin stories](http://startaroundrobinstory.wikia.com/wiki/Start_A_Round-Robin_Story_Wiki).  Complete the following activities this week:   * + Download the Round Robin Story templates from two students' Week Three Discussion Board posts.   + Write a 150- to 200-word continuation to one student's story (Week Four, Part I), due by Thursday.   + Write a 150- to 200-word continuation to another student's story (Week Four, Part II), due by Sunday.   **Review**thefollowing requirements for Week Four, Part I, due by Thursday**:**   * Use the following grammatical structures and punctuation marks as correctly and effectively as possible: * Maintain one consistent point of view (first, second, or third) * Use and highlight at least two colons. * Use a **bold** at least one dash. * Proofread your introduction carefully before posting.   **Review**thefollowing requirements for Week Four, Part II, due by Sunday**:**   * Use the following grammatical structures and punctuation marks as correctly and effectively as possible: * Maintain one consistent point of view (first, second, or third) * Use and highlight at least one pair of quotation marks. * Conclude the story. * Proofread your introduction carefully before posting.   Note: Initial responses to the prompt are due by 11:59 p.m. (Eastern time) on Thursday. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.3 | Discussion Board = 1hr |
| **Assignment: Plagiarism Issues**  **Go** to [www.plagiarism.org](http://www.plagiarism.org) and read the website to get a better understanding of what is expected from students in regard to plagiarism.  **Read** the following articles:   * What is Plagiarism?: <http://www.plagiarism.org/article/what-is-plagiarism>   **View** the following video:   * “Plagiarism Spectrum Drill-Down” [49:57]: <http://www.plagiarism.org/video/plagiarism-spectrum-drill-down>   **Review** some of the other videos and articles on plagiarism.  **Choose** 2 of the videos or articles.  **Write** a 150- to 250-word paragraph summarizing 2 of the videos or articles you have reviewed.  **Include** a citation for the article or video (including a hyperlink).  *Note:* Be careful not to plagiarize in your summaries! Use citations and paraphrasing when necessary. If you are unsure whether something you have written is plagiarism, ask the instructor!  **Answer** each of the following questions and prompts using complete sentences:   * Explain the definition of plagiarism in your own words. * Is plagiarism always intentional? Why or why not? * What are the consequences of plagiarism? * If a writer is in doubt about whether to cite, what should he or she do? Why? * Is paraphrasing a solution to preventing plagiarism? Why or why not?   **Submit** your summaries and answers through Blackboard no later than 11:59 p.m. [EST] on Sunday. | | 4.4 | Problem solving = 1hr |
| **MyLab: Week Four Grammar Exercises**  **Complete** the Week Four Grammar Exercises in MyLab.  **Review** your answers and the feedback from MyLab.  **Post** all questions and comments in the MyLab Exercises Questions forum. | | 4.2, 4.3 | Problem Solving = 1hr |
| **Quiz: Week Four Grammar Exercises**  **Complete** the Week Four Grammar Exercises quiz. | | 4.1, 4.2, 4.3 | Quiz = 1hr |
| **Portfolio Project: Different Points of View**  **Write** a 100- to 150-word paragraph for each prompt below. Ensure that each paragraph correctly uses at least one modifier, one colon, and one dash.   * A first-person account of the greatest day of your life A second-person account of how to make your favorite meal or how to complete a task you know how to do A third-person account for a newspaper detailing a local event you witnessed (Use quotation marks for dialog.)   **Format** your paragraphs as a single document. Title each paragraph.  **Proofread** your paragraphs.  **Submit** your document through Blackboard no later than 11:59 p.m. [EST] on Sunday.  *Note:* You should be ready to share your portfolio with a partner by Sunday. | | 4.3 | Writing = 1hr |
| **Grammar Presentation: Survey and Continued Work**  **Continue** working on your Grammar Presentation, due in Week 5. It is recommended that you administer your survey this week.  *Note*: Review the Your Course Experience section in Week 1 of this course if you need more information about the survey or the requirements for the presentation. | | NA | NA |
| **Assignment: Writing an Argument**  **Choose** one of the following topics:   * Gun safety and control * Social Security * Wealth inequality * Curfews for teenagers * Social media * Gender roles * Drug legalization   Note. You may choose your own topic with your instructor’s permission.  **Research** the topic for more information, locating at least 4 to 10 pieces of evidence.  **Choose** an orientation for your argument based on your research.  **Create** a thesis statement for your topic that establishes which side of the debate you are on, and what you think should happen with regards to the issue.  **Select** a purpose and an audience for your argument.  EX: I believe that stronger gun control is necessary, and that the United States should work to amend the Constitution to clearly outline more restrictions on gun ownership.  **Review** your research.  **Write** a 250- to 400-word argument in which you advocate for your stated thesis, using evidence you’ve gathered as support.  **Write** a reference page with accurate APA citations of your research.  **Submit** your argument and your reference page to your instructor via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | 4.1 | Instructor Feed back  = 1hr |
| **Total** |  |  |  |

# Faculty Notes

* **DQ 1: Avoiding Plagiarism:** Provide one or more of the follow-up questions or prompts below to elicit further discussion. It is recommended that you post the follow-ups on Day 4 or 5:
* What are the consequences for plagiarism at your school?
* Do you think the policy is fair? Do you think copying or linking things online is the same as copying or quoting in a school paper?
* **DQ 2: Round-Robin, Part 4:** All students should have written a conclusion to the story by Day 4. Starting on Day 5, facilitate a peer review of their grammar and punctuation. Each student should select another story to review and provide appropriate feedback. Instructors should monitor the discussions and provide clarification and guidance, as necessary.
* **Week 4 Grammar Exercises:** Exercises are graded for completion only.
  + Review students’ scores on the Week 4 grammar exercises. If a student scores below 70% on any exercise, refer them to the following online resources and exercises for additional practice:
    - [Maintaining a Consistent Point of View](http://www.grammar-worksheets.com/worksheets/point-of-view.php)
    - [Pronouns](https://owl.english.purdue.edu/engagement/2/1/41/)
    - [Modifiers](https://owl.english.purdue.edu/engagement/2/1/36/)
    - [Quotation Mark Exercise](https://owl.english.purdue.edu/owl/resource/577/05/)
    - [Semicolons and Colons Quiz](http://www.grammarbook.com/grammar_quiz/semicolons_and_colons_1.asp)
    - [Punctuation Exercise](https://owl.english.purdue.edu/exercises/3/16/14/)
  + The following website contains free grammar exercises that faculty can recommend. Students need to register with an email address.
* [A Common Sense Guide to Grammar and Usage](http://bcs.bedfordstmartins.com/exercisecentral/Exercises/QuizHome/61)

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| --- | --- | --- | --- |
| Week Five: Writing the Final Draft; Grammar Presentation | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Integrate editing feedback to produce a final draft. | | CLO3 | |
| * 1. Develop a presentation for a grammar or punctuation concept. | | CLO1, CLO2, CLO3, CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Five Reading**  **Read** the following sections from *The Little, Brown Handbook*:   * Ch. 4 * Ch. 5 | | 5.1, 5.2 |  |
| **Resources: Advice from Authors**  **Read** the following writing advice from famous authors:   * [How Stephen King Teaches Writing](http://www.theatlantic.com/education/archive/2014/09/how-stephen-king-teaches-writing/379870/) * [Mark Twain on Writing: “Kill Your Adjectives”](http://www.forbes.com/sites/katelee/2012/11/30/mark-twain-on-writing-kill-your-adjectives/) * [21 Harsh But Eye-Opening Writing Tips from Great Authors](http://thoughtcatalog.com/cody-delistraty/2013/09/21-harsh-but-eye-opening-writing-tips-from-great-authors/) * [Writing Tips: 31 Most Invaluable Pieces of Writing Advice From Famous Authors](http://www.huffingtonpost.com/2013/05/22/writing-tips-_n_3319260.html) * [Politics and the English Language](http://www.orwell.ru/library/essays/politics/english/e_polit)   **Post** any questions or insights about the grammar advice in the Week 5 Questions and Comments forum. | | 5.1 | Lecture Activity = 0.5hr |
| **Resources: Microsoft Word Tutorials for Brochures and PowerPoint Presentations**  **Review** the following resources about making brochures and Microsoft PowerPoint presentations:   * [How to Make Brochures on Microsoft Word (2010)](http://www.wikihow.com/Make-Brochures-on-Microsoft-Word) * “[How to Make a Brochure in Microsoft Word (2013)](https://www.youtube.com/watch?v=2-wuhi2W-Yc)” (1:47) * “[HOW-TO: Create a Powerpoint Master Slide](http://www.youtube.com/watch?v=UnZP8plhoE0)” (13:15)   **Post** any questions or insights about making a brochure in the Week 5 Questions and Comments forum. | | 5.2 | Lecture Activity = 0.5hr |
| **Instructor Feedback: Different Points of View**  **Review** your instructor’s feedback on your Different Points of View assignment.  **Keep** these documents for your Final Portfolio, due this week. Contact your instructor for additional feedback about your assignment via email. Prepare a list of questions about what you did not understand from the feedback, and indicate what you did not understand about those corrections listed; then, email that list to your instructor for follow up by Day 4. | | 4.4 | Guided Project = 1hr |
| **Week 5 Questions and Comments**  **Post** any questions or comments about the Week 5 readings, activities, or assignments in the Week 5 Questions and Comments forum. | | 5.1, 5.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Writing Through the Weeks**  **Post** a response in 150 to 200 words on the questions below. Answer in complete sentences, and proofread your answer carefully before posting.   * Explain how the writing you have done in this course so far has changed. * Compare your starting knowledge (Week 1) with your knowledge now (starting Week 5). * Which assignments have been most helpful? Which assignments have been most challenging? Were there any assignments that were both helpful and challenging? Explain your answer.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.1 | Discussion Board = 1hr |
| **Discussion: Advice From Famous Writers**  **Review** the readings on advice from famous writers located in the Week 5 Resources.  **Post** a response in 150 to 200 words on the questions below. Answer in complete sentences, and proofread your answer carefully before posting.   * Identify 3 or 4 tips you found most helpful for your writing. Explain your answer. Then, comment on some advice that is repeated between authors and articles. Explain why you think that particular piece or pieces of advice is repeated. * Respond to the posts of 3 of your peers. Share your thoughts on their answers. What advice was new to you? What advice have you heard before?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.1 | Discussion Board = 1hr |
| **MyLab: Week Five Grammar Exercises**  **Complete** the Week Five Grammar Exercises in MyLab.  **Review** your answers and the feedback from MyLab.  **Post** all questions and comments in the MyLab Exercises Questions forum. | | 5.1, 5.2 | Problem Solving = 1hr |
| **Portfolio Project: Peer Review**  **Resource: Peer Review Checklist**  **Complete** each of the following steps by 11:59 p.m. [EST] on Thursday.   * Review the instructor feedback you have received on your 4 portfolio writing samples. * Edit each writing sample according to the feedback and your own knowledge of writing and grammar. You are encouraged to add more detail, description, and examples to make your writing more thorough and engaging. * Compile all 4 edited documents into an organized, attractive portfolio. Include a title page and table of contents. Place each writing sample on a new page. * Conduct a peer review using the provided Peer Review Checklist. You will be graded on completion of the peer review, not on the quality or correctness of your feedback. Your instructor will assign your peer review partner. * **Note:** Your instructor will assign peer review partners and you must communicate with your partner via email. You do not need to provide your resume to your peer reviewer unless you choose to do so.   **Submit** your completed Peer Review Checklist to your partner and your instructor through Blackboard no later than 11:59 p.m. [EST] on Thursday. | | 5.1 | Group Project = 1hr |
| **Portfolio Project: Final Submission**  **Complete** each of the following steps by 11:59 p.m. [EST] on Sunday.  **Review** the Peer Review Checklist your partner completed for you, and integrate any feedback you feel is appropriate to create your Final Portfolio.  **Submit** your Final Portfolio to [Grammarly.com](http://www.grammarly.com/).   * You can either upload your entire portfolio as a single file, or you can copy and paste your writing samples one at a time.   *Note*: You must sign up for a free 7-day trial on Grammarly.com to receive error explanations and correction tips. You are not required to pay for a membership or extend your membership beyond the 7-day trial period.  Here are some other grammar review websites you may use as an alternative to Grammarly.com. You are encouraged to use more than one online grammar checker and compare their results.   * [PaperRater](http://www.paperrater.com/) (Does not require sign up) * [ProWritingAid](http://prowritingaid.com/) (Does not require sign up. Click “Use the Editing Tool” to begin.) * [WhiteSmoke](http://www.whitesmoke.com/) (Requires sign up for the free trial) * [NoRedInk](https://www.noredink.com/) (Requires sign up for the free trial)   **Submit** your final portfolio through Blackboard. | |  | Writing = 1hr |
| **Grammar Presentation: Final Assignment**  Throughout this course, you have been working on a presentation about a grammar concept, backed up by survey data showing how that concept is commonly misinterpreted or gotten wrong. This week is the deadline for the final submission of your full presentation.  *Note*: Review the Your Course Experience section in Week 1 of this course if you need more information about the survey or the requirements for the presentation.  **Submit** your Grammar Presentation through Blackboard. | | 5.2 | Cumulative Project = 1hr |
| **Total** |  |  |  |

# Faculty Notes

* Recommended reading for faculty: [50 Years of Stupid Grammar Advice](http://chronicle.com/article/50-Years-of-Stupid-Grammar/25497)
* **DQ 1: Writing Through the Weeks:** Provide one or more of the follow-up questions or prompts below to elicit further discussion:
  + What skills from this course do you expect to use on a daily basis at work and in your personal life?
  + What items from this course can you put in your portfolio to use in other courses?
* **DQ 2: Advice From Famous Authors:** Provide one or more of the follow-up questions or prompts below to elicit further discussion:
  + Find another piece of advice from a famous or nonfamous writer, and analyze how helpful you think that advice will be for your own writing.  
    Do famous writers always follow their own advice? Provide an example. When is it okay to break the rules? When is it not okay?
* **Portfolio Peer Review**
  + Assign peer review partners, and reiterate that the peer review must be completed by Thursday. Thi
* **Final Portfolio**
  + Students are directed to submit their writing to an online grammar checker. Grammarly.com is the preferred website, but others are offered as alternates. Two of the alternate websites do not require any registration.   
    Grade this assignment for correct sentence-level grammar and punctuation.

# Breakdown of Academic Instructional Equivalencies

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| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 9 |
| Supplemental | 0 |
| **Week 2** |  |
| Required | 10 |
| Supplemental | 0 |
| **Week 3** |  |
| Required | 8.5 |
| Supplemental | 0 |
| **Week 4** |  |
| Required | 9.5 |
| Supplemental | 0 |
| **Week 5** |  |
| Required | 8 |
| Supplemental | 0 |
|  |  |
| **Total Required Hours** | 45 |
| **Total Supplemental Hours** | 0 |
| **Total Hours** | 45 |