

## Week 1: Inspiration & Sentence Types

In the beginning was the Word, and the Word was with God, and the Word was God. John 1:1 (*He's the first author*)

Your word is a lamp to my feet and a light to my path. Psalm 119:105 (*In all you write, consider His guidance*)

Do you see a man who is hasty in his words? There is more hope for a fool than for him. Proverbs 29:20 (*Work at writing, give thought and time to assignments*)

A word fitly spoken is like apples of gold in a setting of silver. Proverbs 25:11 (*Choosing the right word is often the key to success in writing*)

Whoever restrains his words has knowledge, and he who has a cool spirit is a man of understanding. Proverbs 17:27 (*Say what you mean and be clear/specific*)

The tongue of the wise commends knowledge, but the mouths of fools pour out folly. Proverbs 15:2 (*Consider your words carefully so they teach not babble*)

When words are many, transgression is not lacking, but whoever restrains his lips is prudent. Proverbs 10:19 (*Edit, Edit, Edit*)

But what does it say? "The word is near you, in your mouth and in your heart" (that is, the word of faith that we proclaim); Romans 10:8 (*Rely on the Word in your heart to guide your writings*)

All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, II Timothy 2:16 (*Amen!*)

Anxiety in a man's heart weighs him down, but a good word makes him glad. Proverbs 12:25 (*Your words are powerful!*)

I can do all things through him who strengthens me. Philippians 4:13 (*Even writing!*)

## Sentence Types:

### Simple Sentences & Compound Sentences

☐ What is a **simple sentence**?

\_\_\_contains a **subject** with its **verb** (= ONLY ONE independent clause)

**WAIT!!! Note below...**

\_\_\_the subject CAN be compound (i.e. have multiple nouns/pronouns acting as the ONE subject of the sentence)

\_\_\_the verb CAN be compound (i.e. be composed of multiple verbs/verb phrases that all share the ONE subject)

☐ What is a **compound sentence**?

\_\_\_contains TWO independent clauses joined by a coordinating conjunction (FANBOYS\*); this means it will have TWO TEAMS of a S & V

\_\_\_A comma will ALWAYS be inserted **in front** of the conjunction.

\_\_\_A semicolon (rules S#1 and S#2) may also be used to join the two independent clauses.

\*FANBOYS: for, and, nor, but, or, yet, so (coordinating conjunctions)

### Complex Sentences & Compound-Complex Sentences

☐ What is a **complex sentence**?

\_\_\_contains **at least one** dependent clause *at the beginning, in the middle, or at the end* of a larger independent clause

\_\_\_THIS MEANS YOU WILL FIND AT LEAST TWO SUBJECT AND VERB COMBINATIONS WITHIN THE SENTENCE

\_\_\_Words to look for: the subordinating conjunctions *because, since, after, although*, or *when* or a relative pronoun such as *that, who, or which*.

☐ What is a **compound-complex sentence**?

\_\_\_contains at least TWO independent clauses joined by a coordinating conjunction (FANBOYS) **WITH at least ONE dependent clause found anywhere within the independent clauses**

## Create Your Own:

Simple Sentence:

1. \_\_\_\_\_

2. \_\_\_\_\_

Compound Sentence:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Complex Sentence:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Compound/Complex Sentence:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## Week 2: MLA Format & Literary Terms

<https://www.youtube.com/watch?v=22CPQoLE4U0> (do it yourself) or when creating a new document in Word...hit "MLA" in the Search for Templates bar....it should lead you to a template to download 😊

### General Guidelines (Google MLA Template and download one!)

- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
- Double-space the text of your paper, and use a legible font (e.g. Times New Roman). Whatever font you choose, MLA recommends that the regular and italics type styles contrast enough that they are recognizable one from another. The font size should be 12 pt.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
- Set the margins of your document to 1 inch on all sides.
- Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor's guidelines.)
- Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.
- If you have any endnotes, include them on a separate page before your Works Cited page. Entitle the section Notes (centered, unformatted).

### Formatting the First Page of Your Paper

- Do not make a title page for your paper unless specifically requested.
- In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
- Double space again and center the title. Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters.
- Use quotation marks and/or italics when referring to other works in your title, just as you would in your text: *Fear and Loathing in Las Vegas* as Morality Play; Human Weariness in "After Apple Picking"
- Double space between the title and the first line of the text.
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with

Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin. (Note: Your instructor or other readers may ask that you omit last name/page number header on your first page. Always follow instructor guidelines.)

Beth Catlin Professor Elaine Bassett English 106 3 August 2009	<b>First Name Last Name</b> <b>Mrs. Tara Hall</b> <b>Senior Composition</b> <b>3 August 2015</b>	Catlin 1
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Andrew Carnegie: The Father of Middle-Class America




For decades Americans couldn't help but love the red-headed, fun-loving Little Orphan Annie. The image of the little girl moving so quickly from poverty to wealth provided hope for the poor in the 1930s, and her story continues to be a dream of what the future just might hold. The rags-to-riches phenomenon is the heart of the American Dream. And few other people have embodied this phenomenon as much as Andrew Carnegie did in the late 1800s and early 1900s. His example and industry caused him to become the father of middle-class America.




Andrew Carnegie can be looked to as an ideal example of a poor immigrant making his way up to become leader of the capitalist world. Carnegie was born into a poor working-class family in Scotland. According to the PBS documentary "The Richest Man in the World: Andrew Carnegie," the Industrial Revolution was difficult on Carnegie's father, causing him to lose his weaving business. The Carnegie family was much opposed to the idea of a privileged class, who gained their wealth simply by inheritance ("Richest"). This type of upbringing played a large factor in Andrew Carnegie's destiny. In order to appease his mother's desire for material benefits, and perhaps in an effort to heal his father's wounds, Carnegie rejected poverty and cleaved to prosperity.


Carnegie's character was ideal for gaining wealth. His mother taught him to "look after the pennies, and the pounds will take care of themselves;" he later turned this proverb into "watch the costs, and the profits take care of themselves" ("Richest"). Such thrift was integral to his future success. He also believed that "all is well since all goes better" ("Richest"). His theory

Terms usually associated with Fiction

## Literary Terms

<p>Fiction</p> 	<p><b>Prose writing that tells about imaginary characters and events.</b></p>	<p><b>Myth - A fictional tale that explains the actions of gods or heroes, or the causes of natural phenomenon</b></p> <p><b>Fantasy - Highly imaginative writing that contains elements not found in real life (<i>Harry Potter</i>)</b></p> <p><b>Historical Fiction - Stories that include or focus on significant historical events (<i>To Kill A Mockingbird</i>)</b></p> <p><b>Mystery - A story that involves the reader in guessing who committed the crime or deed.</b></p> <p><b>Science Fiction - Fictional stories that center upon scientific elements.</b></p>
<p>Plot</p> 	<p><b>The sequence of events in a literary work.</b></p>	<p><b>Exposition - The part of a story or play that explains the background or makes conflict clear.</b></p> <p><b>Climax - High point in a story, point of most intense interest, and point of no return.</b></p> <p><b>Resolution – The tying up of loose ends and the end of a story</b></p>
<p>Characterization</p> 	<p><b>The way an author reveals his characters. Can be done directly or indirectly.</b></p>	<p><b>Protagonist -The main character in a literary work who drives the plot forward</b></p> <p><b>Antagonist - The person or thing that opposes the protagonist.</b></p> <p><b>Static Character - A character who remains the same (mentally) throughout a story</b></p> <p><b>Dynamic Character - A character who changes (mentally) throughout a story</b></p> <p><b>Hero - A character whose actions are inspiring or noble, and who overcomes difficulties.</b></p>

<b>Conflict</b> 	<b>The problem(s) or complication(s) in a story</b>	<b>Internal Conflict – Conflict within a character (man vs. self)</b>
		<b>External Conflict – Conflict between a character and something else (man vs. man / nature / society / fate)</b>
<b>Point of View (POV)</b> 	<b>The perspective from which a story is told (who is telling the story and from where?)</b>	<b>First Person POV – The narrator is in the story (pronouns: I, me, we)</b>
		<b>Third Person POV – The narrator is not a character in the story (pronouns: he, she, they)</b>
		<b>Third Person Omniscient POV – The third person narrator is all knowing and all seeing</b>
		<b>Stream of Consciousness - A narrative technique, or point of view, that presents thoughts as if they were coming straight from a character's mind, with story events and character feelings combined.</b>
<b>Irony</b> 	<b>When something is different than it is supposed to be or thought to be.</b>	<b>Verbal Irony – When someone says something they don't mean, but they are believed by others</b>
		<b>Dramatic Irony – When the audience/reader knows something a character does not</b>
		<b>Situational Irony – An unexpected situation considering the circumstances (usually pessimistic in nature). For example: a car crashes into a Drive Carefully sign</b>

Setting	Theme	Tone	Mood	Symbol
<b>Time and place of a literary work.</b> 	<b>An often universal truth (message) about humanity (life) found in literature.</b>	<b>The writer or speaker's attitude towards the subject of the work.</b>	<b>The feelings created in a reader through the literature</b>	<b>Something seen that stands for something unseen (dove=peace, rose=love)</b>

Flashback	Foreshadowing	Archetype	Allusion	In Medias Res
<b>When a story's sequence is interrupted and a character goes back to an earlier time.</b>	<b>Clues that suggest events yet to come.</b>	<b>A recurring pattern in literature (the evil stepmother, the wise old man)</b>	A reference to something mythical, Biblical, or historical	A story that begins in the middle of the action

Terms usually associated with Nonfiction

Non-Fiction	Autobiography	Biography	Memoir
<b>Prose that explains ideas or is about real people, places, objects, or events.</b>	A story about a person written by that person	<b>An author's account or story of another person's life</b>	<b>An account of the personal experiences of an author.</b>
Essay	Persuasive Essay	Expository Essay	Narrative Essay
<b>A short, nonfiction work about a particular subject.</b>	<b>An essay written for the sole purpose of persuasion</b>	<b>An essay written solely for informative purposes</b>	<b>An essay written to tell the events of a story</b>



## Week 3: Integrating Quotes & Banned Words

### Properly Write and Cite Direct Quotations

Choose the right quotation to bolster your point. Remember to use quotations with discretion. Do not saturate your paper with overuse of quotations. Rather, use only relevant quotations *to support your ideas*. Limit quoting to key statements and ideas.

Integrate quotations smoothly. When you use quotations, work them into your writing as smoothly as possible. To do so, pay attention to style and punctuation. Use “signal phrases” to introduce a quotation. Never end a paragraph with a quotation. Your own interpretation or analysis should *always* follow a quotation. See the below formula and examples.

#### “Sandwiching” Quotations: Example 1

In her essay “The Ghosts of Ellis Island,” Mary Gordon observes, “The minute I set foot upon the island I could feel all that it stood for: insecurity, obedience, anxiety, dehumanization, the terrified and careful deference of the displaced” (392). Gordon blends her personal point of view with a historical perspective to characterize the immigrant experience of profound dispossession.

#### 1. Introduce the quote to provide context for the reader.

- Include the title and author if you are using the source for the first time.
- Use a “signal phrase” to introduce the quote (author’s name + verb).

#### 2. Direct Quote

- Use a direct quote when an author writes in specialized or particularly powerful language and when such textual evidence enhances your paper’s argument.
- Be precise. Do not use a quote from an outside source (secondary source) if it is not well written or if you can state the point more

clearly in your own words. In that case, you might summarize or paraphrase the author's ideas. If you summarize or paraphrase, you must still cite the source to credit the author.

### 3. Your Analysis / Interpretation of the Quote

- Explain and discuss how the quote is significant. Relate the quote to **your purpose** in your paper.

Demonstrate that this quote serves to make a particular point in your argument.

Strong body paragraph to review:

In the novel *The Red Badge of Courage*, author Stephen Crane uses rich symbolism in the concrete object of weather as it relates to the novel's theme. The theme correlating to this object is that nature is an impartial observer and is indifferent to the actions of man, which naturalist writers pursue in their works. An example of unbiased nature *is found in chapter one when the speaker says*, "The cold passed reluctantly from the earth, and the retiring fogs revealed an army stretched out on the hills, resting." When the reader is first introduced to the story, the characters are anxious to learn about the fate of the regiment and are preparing for battle, but this opening quote describes a more somber, gloomy mood, showing the weather's impartial response to the actions of the regiment. *Another example of the theme can be found in the last chapter* with the description, "Over the river a golden ray of sun came through the hosts of leaden rain clouds." Although many in the battle died and Henry is still reflecting on his mistakes, the weather is indifferently being described as almost pleasant. In chapter five, Crane writes, "As he gazed around him the youth felt a flash of astonishment at the blue, pure sky and the sun gleamings on the trees and fields. It was surprising that Nature had gone tranquilly on with her golden process in the midst of so much devilment." The symbol of peace and serenity found in this excerpt is contrasted with the brutal, atrocious behavior in battle, which reiterates weather's indifference to the situation. Throughout *The Red Badge of Courage*, Crane uses the symbolic

meaning of weather to relate the theme, that nature is an impartial, indifferent observer, to show that man's actions are not determined or influenced by the surrounding situations.

## **Banned Words:**

Avoid using the following words in your compositions. Why? Because they are weak and poor descriptors.

Good	Bad	Ugly	Little
Big	Pretty	Got	Get
See	Saw	Said	Like
Really	Basically	Actually	Come
Came	Look	A lot	Interesting
Nice	Mean	Go	Went

## Week 4: CITES and Work Cited

According to MLA style, you must have a Works Cited page at the end of your research/academic paper. All entries in the Works Cited page must correspond to the works cited in your main text.

### Basic rules

- Begin your Works Cited page on a separate page at the end of your research paper. It should have the same one-inch margins and last name, page number header as the rest of your paper.
- Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page. If you are only citing one source, label it Work Cited.
- Double space all citations, but do not skip spaces between entries.
- Indent the second and subsequent lines of citations by 0.5 inches to create a hanging indent.

### Additional basic rules new to MLA 2009

#### New to MLA 2009:

- For every entry, you must determine the Medium of Publication. Most entries will likely be listed as Print or Web sources, but other possibilities may include Film, CD-ROM, or DVD.
- Writers are **no longer required** to provide URLs for Web entries. However, if your instructor or publisher insists on them, include them in angle brackets after the entry and end with a period. For long URLs, break lines only at slashes. This instructor requires urls. 😊
- If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should type the online database name in italics. You do not need to provide subscription information in addition to the database name.

### Capitalization and punctuation

- Capitalize each word in the titles of articles, books, etc, but do not capitalize articles (the, an), prepositions, or conjunctions unless one is the first word of the title or subtitle: *Gone with the Wind*, *The Art of War*, *There Is Nothing Left to Lose*.

- **New to MLA 2009:** \*\*\*\*Use italics (instead of underlining) for titles of larger works (books, magazines) and quotation marks for titles of shorter works (poems, articles)

### Listing author names

Entries are listed alphabetically by the author's last name (or, for entire edited collections, editor names). Author names are written last name first; middle names or middle initials follow the first name:

Burke, Kenneth

Levy, David M.

Wallace, David Foster

*Do not* list titles (Dr., Sir, Saint, etc.) or degrees (PhD, MA, DDS, etc.) with names. A book listing an author named "John Bigbrain, PhD" appears simply as "Bigbrain, John"; do, however, include suffixes like "Jr." or "II."

Putting it all together, a work by Dr. Martin Luther King, Jr. would be cited as "King, Martin Luther, Jr." Here the suffix following the first or middle name and a comma.

### Work with no known author

Alphabetize works with no known author by their title; use a shortened version of the title in the parenthetical citations in your paper. In this case, Boring Postcards USA has no known author:

Baudrillard, Jean. *Simulacra and Simulations*. [...]

*Boring Postcards USA*. [...]

Burke, Kenneth. *A Rhetoric of Motives*. [...]

Use [www.easybib.org](http://www.easybib.org) and follow guidelines for MLA cites for your book. When quoting from a book that is your only source, there is no need to put the author's last name in the parentheses. You should have included the author in your introduction. The exception is if you start your Introductory paragraph with a direct quote from the book, then you would use the author's last name and page number found in the book. "Blah, blah, blah, quote" (Hawthorne 12). Notice the punctuation falls AFTER the parentheses.

For other quotes found after you've mentioned the author, simply put the page number in parentheses after the quote. "Blah, blah, blah Hester blah, blah, blah" (72).

### Work Cited

Crane, Stephen. *The Red Badge of Courage*. New York: Norton, 1982. Print.

The above is how your Work Cited page should look...your cite may vary depending on your version of the novel. The Work Cited will be double spaced and if your cite continues on to the second line, it will be indented at least five spaces. Do not forget your Work Cited page should have your last name and page number at the upper right corner of the page.

### MLA Sample Citations

#### Book

Author (last name, first name). *Title of Book*. City of Publication: Publisher, Year of Publication. Medium.

Singman, Jeffrey L. *Daily Life in Elizabethan England*. Westport: Greenwood Press, 1995. Print.

#### Book with Two or Three Authors

Authors (First: last name first name and Second: natural order). *Title of Book*. City of Publication: Publisher, Year of Publication. Medium.

Stanley, Diane and Peter Vennema. *Bard of Avon*. New York: Morrow Junior Books,

1992. Print.

### **Book with More Than Three Authors**

First author (last name, first name), et al. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium.

Gilman, Sander, et al. *Hysteria beyond Freud*. Berkeley: U of California Press, 1993.

Print.

### **Book with an Editor**

Editor (last name, first name) ed. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium.

Gerdes, Louise I. ed. *The Patriot Act*. Detroit: Greenhaven Press, 2005. Print.

### **Newspaper Article**

Author (last name, first name). "Title of Article." *Name of Newspaper*. Date of Publication (day month year): Page Numbers of the Article ( #-# or #+). Medium.

Layton, Lyndsey. "Democrats Will Crack the Whip over Congress." *Pittsburgh Tribune- Review*. 7 Dec. 2006: A1+. Print.

### **Magazine Article**

Author (last name, first name). "Title of Article." *Magazine*. Date of Publication (day month year): Page Numbers of the Article ( #-#). Medium.

Gorman, Christine. "An African Miracle." *Time*. 4 Dec. 2006: 96-98. Print.

### **Encyclopedia Article**

Author (last name, first name). "Title of Article." *Name of Book*. City of Publication:

Publisher, Copyright Date. Medium.

Anders, Robert C. "Petroleum." *The World Book Encyclopedia*. Chicago: World Book, Inc., 1997. Print.

### Online Source

Author (last name, first name). "Article." *Title of Web Site*. Medium. Date of Access (day month year)

"John Steinbeck." *National Steinbeck Center*. Web. 11 Jan. 2007.

### Online Database

Author (last name, first name). "Title of Article." *Title of Database*. Medium. Date of Access

Madison, Jacob. "John Ernst Steinbeck." *Contemporary Authors*. Web. 11 Jan. 2010.

### Online Publication

Author (last name, first name). "Title of Article." *Publication*. Date of Publication. *Title of Database*. Medium. Date of Access.

Mulrine, Anna. "Under Fire." *US News and World Report*. 8 Jan. 2010. *Eric*. Web. 11 Jan. 2011.



## Week 5: Grammar Review

### Grammar Basics Practice

#### 1. Identifying Nouns

Underline all of the nouns in the following paragraphs. If a noun appears more than once, underline it each time it appears.

Exercise A:

Mercury is the planet nearest the sun. Recently, data from spacecraft have shown astronomers that Mercury, like our Moon, is covered with craters. The surface of Venus may also be cratered, but thick clouds of gas hide the landscape from the telescopes. Craters are formed when large meteorites, which are fragments of comets or asteroids, collide with a planet. Some of the craters on the moon are 320 miles wide.

Exercise B:

The formation of a volcanic island is a remarkable process. This process often occurs over millions of years. Erupting volcanoes build mountains on the floor of the sea. Each eruption adds more lava to the pile of volcanic rock until, after many years, the volcanic mountain comes within reach of the waves. The submerged island becomes a coral reef. Other islands rise high above the surface of the ocean, forming rugged mountains with ridges, canyons, and cliffs.

#### 2. Identifying Pronouns

Each of the following sentences contains two pronouns. Circle each pronoun, and draw an arrow to the noun for which it stands (antecedent).

1. Roberto passed the ball to Elena, who caught it easily.
2. Otis called his sister, but she didn't answer.
3. When asked about the game, Mike said, "I didn't see it."
4. Since Gabriella found the money, the cash belongs to her unless it is claimed.
5. The children said they like the new bus driver who wears the blue hat.
6. Although Elliot studied French in school, he didn't feel comfortable speaking it.
7. Denise brought sandwiches with her on the hike and carried them in a knapsack.
8. "I," Jerry said, "surprised myself."
9. Because Sheila enjoyed musical comedies, she tried to see them as often as possible.
10. Keiko enjoyed volleyball so much she played it every day after school.

#### 3. Identifying Adjectives

Underline each adjective in the following paragraph. Do not include the articles *a*, *an*, and *the*.

Exercise A:

In Japan, some people grow miniature trees that have a famous history and an important place in horticultural art. Through pruning and fertilization, the trees are trained to keep the shape and proportion of larger trees. The trees often have small leaves and small fruit. The trees have an old and wind-swept appearance, as though they had grown in the outdoors. With bonsai, gardeners can create realistic landscapes in pots and carry scenes of mountain crags or vast plains into their homes.

Exercise B: Underline the adjectives and draw an arrow to the word it modifies.

On hot, summer nights, Julio and the other boys sleep out in the yard. They put up a tent in a dark corner, where the trees and bushes are thick. That way the boys can easily imagine they are in a wild, uninhabited country.

One evening Mike suggested that they tell ghost stories or tales of bear hunts. After a particularly spine-tingling story, Mike couldn't sleep; he was too nervous.

About midnight he saw something move in the shadows. "Yeow!" he cried out. "There is a big bear! It is really huge!"

In the sudden confusion, the small tent collapsed on top of the boys; each one seemed eager to go in a different direction. Anxious parents ran out of the nearby house. They found a coal-black dog. Like a bear, this animal was very curious. It was sniffing at the tangle of arms, legs, and bodies under the tent.

#### 4. Identifying and Using Verbs

Underline each verb in the following paragraph. There are twenty-five action verbs.

Mark, Louisa, and Djuana formed an art group. Since they needed a clubhouse, they planned the construction of a small geodesic dome. The group financed the structure through the sale of some of their work. Louisa sold a portrait and an abstract painting. Mark constructed a Tiffany-style lamp, and the Posnicks quickly bought it and placed it in their brownstone apartment across the street. Djuana sketched several local scenes, carved the sketches into linoleum blocks, made greeting cards with the blocks, and sold the cards through a local novelty store. The group carefully studied *The Whole Earth Catalog* for instructions. Louisa, Mark, and Djuana decided on a 10 ½ x 8 foot building. Louisa, the math whiz, performed the necessary mathematical calculations. Mark, an expert bargain finder, shopped for the materials. With the group's earnings, he purchased wood struts, spoke hubs, and plastic covering. The group asked Mark's parents for the use of their back yard. They started the construction work on Monday. Louisa cut the wood to the necessary dimensions. Mark formed the cut wood into triangles, and Djuana fastened the triangles together in the shape of a dome. They finished the skeletal structure on Friday. On Saturday morning, they attached the plastic covering. That evening the group celebrated its success in the new clubhouse.

#### 5. Using and Identifying Helping Verbs

Complete the following sentences by writing suitable helping verbs on the lines provided. Then, circle the entire verb phrase.

1. \_\_\_\_\_ you ever seen a Kabuki play?
2. His car \_\_\_\_\_ going too fast for safety.
3. I \_\_\_\_\_ waiting for Helen.
4. \_\_\_\_\_ you met my mother?
5. It \_\_\_\_\_ be later than you think.
6. Edena \_\_\_\_\_ becoming an excellent soccer player.
7. If he \_\_\_\_\_ read better, he \_\_\_\_\_ learn more.
8. There \_\_\_\_\_ been serious consequences.
9. Mr. Prinz \_\_\_\_\_ not \_\_\_\_\_ persuaded to change.
10. \_\_\_\_\_ you read "For My People" by Margaret Walker?

Each sentence in the following passage contains at least one verb phrase. For each verb phrase, underline the helping verb(s) once and the main verb twice.

Since no one can see the air, some people in the past did not consider it real. The ancient Greek philosopher Anaximenes, however, did not agree with these people. He believed that air must be one of the foundations of all matter.

One evening Anaximenes was walking in the moonlight. While looking up at the sky, he must have seen a rainbow made by the moon. Unlike other Greeks, he did not believe that the rainbow was a goddess. He was not surprised to see the rainbow because he believed that it was made by the effect of light on compressed air.

Like Anaximenes, we must admit that the air does contain something real. Scientists have found nitrogen, oxygen, and other elements in the air. We may discover new facts about air now that we are investigating other planets.

## Week 6: Grammar Continued

### Identifying and Using Adverbs

Circle the adverb in each sentence. Then, draw an arrow to the verb it modifies. On the line provided, state whether the adverb tells how, when, where, or to what extent.

- \_\_\_\_\_ 1. For weeks merchants cheerfully gave numbered tickets with purchases.
- \_\_\_\_\_ 2. My cousin Lorraine and I finally collected forty tickets.
- \_\_\_\_\_ 3. "If we're lucky," I often told Lorraine, "we will win that camping equipment."
- \_\_\_\_\_ 4. Saturday came, and we eagerly waded through the crowd at the fair.
- \_\_\_\_\_ 5. The rules stated that the holders of winning tickets must be there.
- \_\_\_\_\_ 6. Promptly at midnight, they started the drawing.
- \_\_\_\_\_ 7. "The winner of the camping gear is 6897!" shouted the announcer. "Will the holder of number 6897 come here?"
- \_\_\_\_\_ 8. Lorraine's success completely surprised everybody.
- \_\_\_\_\_ 9. She walked to the platform slowly for her prize.
- \_\_\_\_\_ 10. She exclaimed, "This is the first prize I have ever won!"

### 6. Identifying Adverbs

Each of the following sentences contains an adverb in *italics*. Draw an arrow from the adverb to the word it modifies. On the line provided, tell whether the modified word is a verb, an adjective, or an adverb.

- \_\_\_\_\_ 1. Ms. Katz plays tennis *well*.
- \_\_\_\_\_ 2. Henry Louis Gates, Jr., is an *exceptionally* talented writer.
- \_\_\_\_\_ 3. Melba *seldom* loses her head.
- \_\_\_\_\_ 4. Herbert seemed *unusually* happy.
- \_\_\_\_\_ 5. Should I slice the chilies *now*?
- \_\_\_\_\_ 6. Trea cried out, "Don't run so fast!"
- \_\_\_\_\_ 7. I *always* enjoy Gary Soto's poetry.
- \_\_\_\_\_ 8. A *rather* funny clown was juggling.
- \_\_\_\_\_ 9. "I'm *too* drowsy for words," Annette yawned.
- \_\_\_\_\_ 10. Sue works *unusually* hard on Saturdays.
- \_\_\_\_\_ 11. Fran answered *somewhat* enthusiastically.
- \_\_\_\_\_ 12. Does hay *actually* cause hay fever?
- \_\_\_\_\_ 13. They play an *extremely* fast game.
- \_\_\_\_\_ 14. We will play a double-header *tomorrow*.
- \_\_\_\_\_ 15. At formal occasions, Jake speaks *properly*.
- \_\_\_\_\_ 16. The *dangerously* narrow bridge scared me.
- \_\_\_\_\_ 17. Can you *really* capture chiggers alive?
- \_\_\_\_\_ 18. The second speech was *less* interesting.
- \_\_\_\_\_ 19. He was *fully* aware of his plight.
- \_\_\_\_\_ 20. Florence *occasionally* eats Sushi.

### 7. Identifying Conjunctions

Underline the conjunction (s) in each sentence.

1. Every day I have to feed both my dog and my cat.
2. The crowd roared when Antwan hit the home run.
3. Always try to do the job quietly and correctly.

4. The clown looked sad but made me laugh.
5. Let me know if you want to borrow that novel.
6. Since they gave me tickets, I plan to go.
7. I can ride my bicycle on the road or through the woods.
8. "Slow but sure" is my motto.
9. The defendant could either pay a fine or go to jail.
10. I enjoy the writings of both James Baldwin and Ralph Ellison.

### 8. Identifying Interjections

Underline the interjection in each sentence.

1. Whew! I'm glad that test is over.
2. I wonder if this plate is hot-yikes!
3. I've seen that movie, oh, four or five times.
4. Look, I don't think I can make it to the party.
5. After reading *Romeo and Juliet*, Carla said, "Wow, what a great play!"

### 9. Identifying Prepositions

Underline the prepositions (two) in the following sentences.

1. Do your work in study hall or do it at home.
2. After the dance we went to Gerry's house.
3. Lorraine Hansberry's plays about racial and social issues were praised by the critics.
4. Behind the fence I found my bicycle, with a flat tire.
5. Since September she has been the principal of our school.
6. As I walked from the building, I met the principal on the steps.
7. For social studies I read a book about Sacajawea.
8. Margaret lives in an apartment building on Sheridan Avenue.
9. Beyond the valley the mountains were black against the sky.
10. During vacation Derrick kept busy working around the house.

## Week 7: Sentence Openers

Openers should be the first word of the sentences (hence their names openers). They are:

#1. Subject (who or what is doing something; examples-person's name, he, she, it or they)

#2. Preposition (a word that shows position, time or location and is part of a phrase; examples -on, at, in, after, down, near...) Example: Above the call of duty, a marine makes his stand.

#3. Adverb (usually tells how, or when something happened and ends in -ly..... examples: unfortunately, eventually, suddenly,) Example: Suddenly, the teacher flew into a fit of joy.

#4. -ing word Example: Screaming, the child fled from the malicious mad man.

#5 VSS (very short sentence-5 words or less) Example: Jesus wept.

#6 Clausal (www.asia-, where,when, while, as, since, if, although) Example: While there are clouds in the sky, the sun's heat penetrates the earth.

## Week 8: Comma rules

### Commas ( , )

1. Use commas to separate items in a series.
  - a. We like apples, oranges, bananas, and strawberries.
  - b. We drove to zoo, saw many animals, and bought souvenirs.
2. Do not separate items that are used as pairs.
  - a. We had hamburgers, macaroni and cheese, and Coke for dinner.
3. Use commas to separate two or more adjectives before a noun. If you can use the word "and" between the words and reverse the order of the words without the sentence sounding odd, use commas.
  - a. Montresor leads Fortunato to the dark, cold vaults (cold, dark vaults works)
  - b. Brian is an honest, warm person. (Brian is a warm, honest person also works.)
  - c. He bought her an expensive diamond necklace. (He bought her a diamond, expensive necklace does not work).
4. Use commas before and, but, or, nor, for, so, and yet when they join two independent clauses (phrase that could stand alone as a sentence).
  - a. We wanted to go fishing, but the pond was frozen.
  - b. She had to get her hair cut, so she drove downtown.
  - c. A good money manager controls expenses and invests surplus dollars. (Invests surplus dollars is not a complete thought, so a comma is not used.)
  - d. I fed the dog and put it out for the night.
5. Use commas to set off nonessential (unimportant) clauses and phrases. Do not use commas for essential clauses.
  - a. Our YMCA, which was built in the 1950's, is undergoing remodeling and repairs.
  - b. My brother attends Warm Springs Middle School, which has an enrollment of 541.

## Resource

- c. I spoke with Marilyn Greer, who manages the bank.
- d. For camp the children needed clothes that were washable.
- e. For camp the children needed sturdy shoes, which were expensive.
- f. The woman with the red flower is my mother.

6. Use commas after introductory elements.

- a. Oops, I dropped the ketchup.
- b. Yes, I've seen that movie.
- c. Well, she should have asked her parents first.
- d. Having read the book *Cold Mountain*, we went to see the movie.
- e. Until he meets Juliet, Romeo is madly in love with Rosaline.
- f. Because she was late, she had to get a tardy note.
- g. While you were sleeping, I went to the store.
- h. Angered by her brother's remarks, she stormed out of the room.

7. Use commas to set off elements that interrupt a sentence or contrasting elements.

- a. Dr. Ganderbai, in fact, worked very hard.
- b. The storm, the worst this winter, raged for days.
- c. Linda, pass me the salt.
- d. I've heard, Clara, that dentists make a large salary.
- e. He was not angry, on the contrary, he was quite nice.
- f. Human beings, unlike oysters, frequently reveal their emotions.
- g. However, in many Eastern cultures the snake is revered.
- h. Hindus, for examples, have deep respect for the snake.
- i. Alfred Hitchcock, the well-known director, died in 1980.
- j. The climax of this movie, a scene at a carousel, thrills audiences.

8. Use commas for dates, addresses, salutations, and abbreviations.

- a. On August 28th, 1963, Dr. Martin Luther King, Jr., spoke before a crowd of a quarter of a million people in Washington, D.C.
- b. Dear Al,
- c. Sincerely,



## Resource

- d. Hunter applied for the job on Wednesday, June 12th, 1996 but turned it down on June 14th because it paid only minimum wage.
- e. The letter from Trinity was in a purple envelope.
- f. The letter from Springfield, Illinois, was dated December 2nd, 1998.
- g. Our address is 25 Peralta Road, Oakland, CA 94611 (Commas are not placed between the state and zip code.

EXTRA Credit (10 points): Correct the following comma mistakes.

Add commas as needed in the sentences below. If the sentence is correct as it is, write C on the line and refer to the appropriate rule in parentheses after the sentence.

\_\_\_\_\_ He left the scene of the accident and tried to forget that it had happened.

\_\_\_\_\_ Oil which is lighter than water rises to the surface.

\_\_\_\_\_ Madame de Stael was an attractive gracious lady.

\_\_\_\_\_ Nice is a word with many meanings and some of them are contradictory.

\_\_\_\_\_ The contractor testified that the house was completed and that the work had been done properly.

\_\_\_\_\_ Some people refuse to go to the zoo because of pity for creatures that must live in small cages.

\_\_\_\_\_ Taxicabs that are dirty are illegal in some cities.

\_\_\_\_\_ The closet contained worn clothes old shoes and dirty hats.

\_\_\_\_\_ The uninvited guest wore a dark blue tweed suit.

\_\_\_\_ After surviving this ordeal the trapper felt relieved.

\_\_\_\_ Mark Twain's early novels I believe stand the test of time.

\_\_\_\_ December 7 1941 will never be forgotten.

\_\_\_\_ The field was safe enough wasn't it?

\_\_\_\_ Write the editor of the Atlantic 8 Arlington Street Boston  
Massachusetts 02116.

\_\_\_\_ He replied "I have no idea what you mean."

\_\_\_\_ After a good washing and grooming the pup looked like a new dog.

\_\_\_\_ Because of their opposition to institutions that force creatures to live  
in captivity some people refuse to go to the zoo.

\_\_\_\_ Men who are bald are frequently the ones who are the most  
authoritative on the subject of baldness.

\_\_\_\_ Vests which were once popular have been out of vogue for several  
years.

\_\_\_\_ As a celestial goddess she regulated the course of the heavenly bodies  
and controlled the alternating seasons.

\_\_\_\_ I hope that someday he will learn how to be polite.

## Week 9: Transitions

To improve your writing you need to make sure that your ideas, both in sentences and paragraphs, stick together or have coherence and that the gap between ideas is bridged smoothly. One way to do this is by using transitions - words or phrases or techniques that help bring two ideas together. Transitional words and phrases represent one way of gaining coherence. Certain words help continue an idea, indicate a shift of thought or contrast, or sum up a conclusion. Check the following list of words to find those that will pull your sentences and paragraphs together.

<p><i>For continuing a common line of reasoning:</i></p> <p>consequently clearly, then furthermore additionally and in addition moreover because besides that in the same way following this further also pursuing this further in the light of the... it is easy to see that</p>	<p><i>To change the line of reasoning (contrast):</i></p> <p>however on the other hand but yet nevertheless on the contrary</p> <p><i>Transitional chains, to use in separating sections of a paragraph which is arranged chronologically:</i></p> <p>generally... furthermore... finally in the first place... also... lastly in the first place... pursuing this further... finally to be sure... additionally... lastly</p>
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<p><i>For opening a paragraph initially or for general use:</i></p> <p>admittedly assuredly certainly granted no doubt nobody denies obviously of course to be sure true undoubtedly unquestionably generally speaking in general at this level in this situation</p> <p><i>To restate a point within a paragraph:</i></p> <p>in other words point in fact specifically</p>	<p><i>To signal conclusion:</i></p> <p>therefore this hence in final analysis in conclusion in final consideration indeed</p> <p><i>Sequence or time</i></p> <p>after afterwards as soon as at first at last before before long finally first... second... third in the first place in the meantime later meanwhile next soon then</p>
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## Week 10: Dialogue rules

### Quotations and Dialogue Tags

In crafting their stories, writers frequently use dialogue (conversation between two or more characters). To properly write dialogue we must learn about the proper way to punctuate dialogue and indicate clearly who is speaking it.

#### Punctuating Dialogue

The rules for dialogue punctuation are fairly easy to learn.

1. Quotation marks ( " ) are needed at the beginning of the quote; another set of them belong at the end of the quoted dialogue.
2. Periods and commas always go inside the quotation marks, as do question marks and exclamation points; do not use periods if the sentence ends with a tag like *he said*. Instead, use a comma:

`"I want to see the mummies," she said.`

`"What's for dinner, Dad?" said Jerry.`

`"Ms. Peters said our test is tomorrow!" said Emily.`

3. Begin a new indented line whenever the speakers change from one to another. For example:

`"What's going on?" Ms. Lehman asked Mr. Phillips.`

`"Not a lot. What's happening with you?" he replied.`

`"Correcting papers, planning the pep rally, the usual," she said.`

4. Quotes begin with a capital letter; when quotes are split by a dialogue tag, the quote after the tag begins with a lower case letter.

`"John Paul Jones is great," she said, "but clearly Victor Wooten is the best bassist alive."`

When reporting "silent speech"—noting that language is "said," but internally and not spoken out loud—there are two choices. Writers can put quotation marks around it or not:

`Oh, what a beautiful morning, Curly said to himself.`  
`"Oh, what a beautiful morning!" Curly said to himself.`

#### Double Punctuation with Quotations

Occasionally, you will come across a sentence that seems to demand one kind of punctuation mark

within quotation marks and another kind of punctuation mark outside the quotation marks. A kind of pecking order of punctuation marks takes over: other marks are stronger than a period and an exclamation mark is usually stronger than a question mark. If a statement ends in a quoted question, allow the question mark within the quotation marks suffice to end the sentence.

Malcolm X had the courage to ask the younger generation of American blacks, "What did we do, who preceded you?"

On the other hand, if a question ends with a quoted statement that is not a question, the question mark will go outside the closing quotation mark.

Who said, "Fame means when your computer modem is broken, the repair guy comes out to your house a little faster"?

If a question ends with a quotation containing an exclamation mark, the exclamation mark will supersede the question and suffice to end the sentence.

Wasn't it Malcolm X who declared, "Why, that's the most hypocritical government since the world began!"

A single question mark will suffice to end a quoted question within a question:

"Didn't he ask, 'What did we do, who preceded you?'" queried Johnson.

## Dialogue Tags

Dialogue tags are the words used in a story after a character has spoken, such as "he said", and "she whispered". You have already encountered many of them in the previous pages.

In the sentence: "I'd love to go out to dinner with you", Jane said, the words *Jane said* is the dialogue tag.

The most popular tag by far, and with good reason, is 'said'. It's okay to use it over and over. Despite what you might think, it doesn't get repetitious for the reader. (Other words do, and it's a good idea to be careful not to repeat those words in the same paragraph. Those words are strong words that the reader notices, not words like said, the or and.)

Dialogue tags are very important as they're used to show which character is speaking at any given time. We're asking our poor reader to do a lot of work. She has to keep in mind many different pieces of information, and the tags help her keep track of who's speaking. Check out the following very simple example:

"I think we should go this way," said Jane.

"You're right," said Mark.

"The other way might be better," said Steve.

"No, I think Jane's right," said Martha.

(Note that the text is written *said Jane* (or whoever) rather than *Jane said*. You can use either, depending on what sounds right and works for you. But if you're using pronouns, always put them first, e.g. *he said* rather than *said he*.)

The examples above are a bit flat and boring – authors probably wouldn't do exactly that in real life. It's just to illustrate a point. To craft more interesting dialogue you could try this:

"I think we should go this way," Jane said, pointing.

Mark nodded. "You're right."

"The other way might be better," Steve said, determination etched on his face.

"No, I think Jane's right," Martha said.

Do you see how that brought the scene to life a little? It was much easier to visualize what was going on - even though there is still only a little information. You might also note that we lost the dialogue tag for Mark entirely, but yet it's still perfectly clear that it's he who is speaking?

For long sentences, get your tag in early so that readers know immediately who is speaking. For example, you could write

"I wonder," said Jane, "if we could try building a raft out of those trees,"

rather than writing

"I wonder if we could try building a raft out of those trees," said Jane.

### **The invisible dialogue tag**

Often, particularly if there are only two people speaking in the scene, you can leave out many - if not most - tags, and the reader will be able to figure out who's speaking anyway. It's as if the tag is there, but invisible. It's understood. This works because we automatically assume that the characters are taking turns in a conversation. The fact that the pieces of dialogue occur on different lines helps reinforce this fact. For example (assume it's already been made clear that Clara and Philip are in the scene):

"Oh you always do that!" said Clara.

"I do not!"

"You do. Every single time."

"I don't, and I resent you saying that."

So, even though there's only one tag for four sentences, we're perfectly able to tell who's speaking each time. For long pieces of dialogue, see if you can't minimize the number of dialogue tags.

The other trick is to use description instead of tags. Not only does this cut down on the number of tags, it helps the reader visualize what's going on. For example:

Clara shook her hair back in frustration, "I'm serious, Philip. I can't bear it when you see her."~

Philip raised his eyes to heaven, looking for patience perhaps.  
 "There's nothing to worry about, Clara. I'm totally over her. I'm  
 with you now, after all."

Clara shook her head. "That seems too easy."

Philip sighed and strode over to her. He put his hands on her  
 shoulders. "You are the only woman for me, I swear."

You'll note also that each of the characters used the other's name. That's a good trick too, as long as it's totally natural - only do it where people would genuinely use the other person's name.

### Alternatives to 'said' as a dialogue tag

Although 'said' is the most common tag, you can use others. For example, use asked if there's a question. And sometimes it's worthwhile to use other tags. The above example could have been written like this:

"Oh you always do that!" said Clara.

"I do not!"

"You do."

"Well, I might have done it once or twice," Philip conceded.

You can use tags like whispered, shouted, agreed, and yelled as long as they're used in moderation.

However, tags such as: bragged, declared and exclaimed should never be used. They're just too purple and they're falling into the trap of telling-not-showing.

The last thing to be careful of when you're using dialogue tags is *adverbs*. As writers you have to be careful of overusing adverbs, and adverbs with dialogue tags are no exception.

So, try to minimize your use of tags like these:

... he said softly  
 ... he shouted angrily  
 ... she said wistfully.

Try instead to show the character speaking softly, or shouting angrily, or speaking wistfully by using description. One last suggestion would be to study printed books for their use of dialogue tags.

## Week 11: Personal Narrative

### First Draft

Writing a personal narrative is a chance to tell a story that is important and memorable to you. You may not know *why* it matters, but for some reason



the story stays with you, and you want to tell it. You will write it engagingly as if you were telling a friend a story, but the language will be more formal. Remember that every story, fiction or nonfiction, must have some sort of conflict, whether it be internal or external, life and death or light-hearted.

### **Requirements, Draft 1:**

- Must be typed
- The narrative must be a true story
- It needs to have the elements of a story (rather than a description or scene or series of disconnected events or ideas)
- The piece should be meaningful to the writer
- The writing is descriptive and specific
- The piece is broken into paragraphs effectively
- The language is appropriate
- Spell checked
- The piece meets the **minimum of two pages typed**, double spaced
- Proper MLA heading
- The piece includes a title (make one up!)

## **Week 12: Revise Helps**

### **Show Don't Tell**

**Description:** Readers don't like to be hit over the head with explanation and they won't necessarily believe or feel what you feel, unless you make it real for them. An old adage in

writing classes is “show don’t tell.” The idea is, give concrete, descriptive details instead of vague broad statements.

**Directions:** For each of the sentences below, make up your own sentence that “shows” instead of “tells.” Use the hints *in italics* to help you. Pick two with a partner and help each other with descriptive words.

1. I was so excited! *Describe what you were so excited about and/or your reaction.*
2. It was fun! *Describe what was “fun.”*
3. I was sad. *Describe what made you sad and/or how you showed your sadness.*
4. The scenery was amazing! *Describe the scenery.*
5. The computer was messed up. *Describe what the computer was doing.*
6. It was delicious! *Describe the food.*
7. It was scary. *Describe what was scary and/or your reactions*

## Sensory Details

In descriptive writing, use **sensory details** that *show* rather than tell. Sensory details elaborate your main idea, showing readers how the scene is experienced through the senses. These details can come from your memory, imagination, observation, or research and can appeal to any of the five senses: sight, smell, touch, hearing, or taste.

### A. Choosing Appropriate Sensory Details

Imagine that you are writing a description of a time at the beach when you truly enjoyed yourself. The following is a list of the details from your prewriting notes. **~~Draw a line through the three details that would be least likely~~** to help you create a mood of enjoyment and relaxation. **Then write three more details that you could use** in your composition.

1. The slick surface of a surfboard
2. Bright splashes of color on beach towels
3. The putrid stench of dead fish
4. Sharp objects imbedded in the sand
5. The thud of fists against a volleyball
6. The tight, pulling pain of sunburned skin
7. The cool sweetness of frozen yogurt

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

## Week 13: Book Review

(This is much longer than you will write, but it will give you ideas on how to create your own book review...pay special attention to his transitions and layering of topics)

## *Playing It My Way* Fails to Reveal the Man Behind the Spotlight

(by Pranav Joshi)

When it was first announced that Sachin Tendulkar was writing an autobiography, the initial feeling was of euphoria. Who would not like to get personal insights from the most popular Indian cricketer ever? Sachin Tendulkar is not merely a person or player: he has become an icon, even an institution. A peek into the heart and mind of such an institution is always a hugely welcome proposition.

However, on second thoughts, the conscientious cricket fan would have realised that the autobiography could not be expected to shake the foundations of world cricket. Tendulkar, who was a reticent man during his career both on and off the pitch, preferring to duck controversy rather than confront it, could not be expected to suddenly throw caution to the winds. This would not be an image-altering exercise in exposes.

This impression was sought to be challenged by the PR exercises Tendulkar and his team carried out before the release of the book. They kept feeding interesting tidbits about the book to the media. Greg Chappell circa 2007 still had the potential to create controversy, and it did. There was a rallying cry from India's seniors, now happily retired but once hugely disgruntled with Chappell. There were photo ops, television appearances and posturing.

Anyone who has read the book now would know that most of the juicy bits had already been told before the book released. After the storm was over, what we received was rather dull weather. In the form of a mediocre, run-of-the-mill narrative of Tendulkar's career.

Which is exactly how 'Playing It My Way' can be described in stark terms. It would be fitting to describe the book as a chronological recollection of Tendulkar's career rather than an insight into the genius of Sachin Tendulkar. For a hardcore Indian cricket fan, there is not much to savour.

Every cricket fanatic in India for example, knows that Tendulkar made his debut against a hostile Pakistan attack in 1989. Most also know that he was struck on the mouth by a Waqar delivery in one of the Tests that followed, bled profusely and continued to bat on.

But these pieces of information would at least be of interest to a casual fan, or a very young fan who has fed off the Dhonis and Rainas of the world. It's the even more mundane bits which challenge a cricket fan's intelligence. For at the book's core is a tepid description of the events of every important match and series in Tendulkar's career. That kind of information could easily be obtained online.

Few really want to be reminded for example, that Tendulkar scored a hundred on a minefield in Perth in 1992. They already know that. The book does not attempt to scratch beneath the surface to reveal the mental and psychological aspects of that great innings, or of most other innings.

Consequently, there is little in the book that could spark fan interest. One aspect of an interesting sports autobiography is the politics behind the scenes, or behind the curtains of power. We get none of this in the book. The 1990s were tumultuous times for Indian cricket off the pitch, and so were the early 2000s. But *Playing It My Way* does not even attempt to venture close.

Another aspect of a good sports autobiography is an insight into the workings of an art. In the case of Tendulkar, this means insights into the science of batting. While the master batsman does give us some information in this regard, it never becomes the focal point of any chapter.

Nor do we get much in the way of captain-coach relationships, captain-team mate relationships, board-captain relationships, or any kind of cricketing relationships at all. Sachin only consents to blow the cover off his secretive relationship in the early 1990s with his eventual wife Anjali. The

chapter, titled 'Anjali', becomes the best chapter of the book simply because Indians love romantic tales (though it has to be conceded that Sachin-Anjali was one of the more interesting romantic stories). This says a lot about the quality of the book itself - if romance is the best part of a megastar sportsman's autobiography, the manuscript cannot be held in high regard.

Some autobiographies flop because fan expectations are too high. Some flop despite being full of spicy controversies. Tendulkar's book has outsold most others in India already and yet it a major let down, simply because the author did not TRY to make it insightful. Which is extremely unfortunate.

Eventually, you get the feeling that Tendulkar holds himself back nearly as much in his autobiography as he did during his high-profile, extremely successful cricketing career. SRT merely feeds the fans with things they would like to discuss, and that too without scraping the surface much. Between the chronological drivel, the sub-headings merely speak about issues widely discussed and debated by media and fans. The book is not so much a revelation of Sachin Tendulkar the man as it as an attempt to give the casual fan a reason to discuss Tendulkar's career.

Nor can it be said that the book is a masterpiece in linguistic expression. The language is plain, even cliched at times. One also gets the impression that the book was written with haste, for there are several statistical inaccuracies. But the sad truth is that good autobiographies can never be written with haste, for an autobiography is meant to be a revelation of the person behind the image.

Another disappointing aspect of *Playing It My Way* is the lack of first-person insights. Events are described almost dispassionately, like an observer in third person. There is also no attempt to bring in diverse perspectives on any single subject, to make the ardent fan think.

Why then, was this autobiography written? It ends up being a brilliant opportunity that has been superbly wasted. There can be no argument that Tendulkar needed the limelight - he still has it more than some of the players in the current Indian team. Nor is he a struggling ex-cricketer looking to improve his finances, and he is unlikely to ever go down that path. Without the spice of controversy, the force of cricketing intellect or eloquence of language, *Playing It My Way* is just another ordinary book.

There are a few positives though. Despite the mundaneness, an unbiased fan would come to appreciate and respect Tendulkar the cricketer after reading *Playing It My Way*. It is simply amazing that a man could play cricket at near-peak level for over a decade while in constant pain. The book succeeds in bringing out the passion for cricket that the master batsman possessed. It also nullifies half-baked theories that Tendulkar, unlike Dravid, Laxman or Kumble, relied more on genius than on hard work to achieve success. Incredibly, one can say that Tendulkar's performance over the second half of his career remained underappreciated because we knew little of his physical and mental struggles. Underappreciation and Tendulkar?

In conclusion, the book succeeds in elevating Tendulkar the batsman, but fails in revealing Tendulkar the person. It is a decent one-time read but would never rank anywhere amongst the greatest sporting autobiographies ever written.

## Week 15: Poetic Literary Terms

Figurative Language	Writing or speech exaggerated for effect (not meant to be taken literally)	Metaphor - <b>Comparison of two unlike things without using 'like' or 'as.'</b> <i>Example: Juliet is the sun"</i>
		Hyperbole - <b>Exaggerating or stretching the truth for literary effect.</b> <i>Example: My shoes are killing me</i>
		Simile - <b>A comparison of two unlike things using the word 'like' or 'as.'</b> <i>Example: Love is like a rose."</i>
		Personification - <b>Giving human characteristics to non-human things.</b> <i>Example: The leaves kissed the tree.</i>
		Imagery - <b>Words that create images in the mind (tactile-touch, gustatory-taste, auditory-hear, olfactory-smell, visual-see)</b>
Sound Devices	Writing or speech that uses sound	Rhyme Scheme – <b>the pattern of rhyming words that appears at the ends of two or more lines of poetry</b>
		Alliteration - <b>Repetition of the beginning consonant sound.</b> <i>Example: Sally sells sea shells by the sea shore.</i>
		Assonance - <b>Repetition of an internal vowel sound.</b> <i>Example: How now brown cow?</i>
		Onomatopoeia - <b>The use of words that imitate sounds, as in buzz, hiss, or murmur.</b>
Structure	The arrangement of the lines in a poem	Stanza - <b>A unit or group of lines in poetry that are separated by spaces.</b>
		Quatrain – <b>4 line stanza</b>
		Couplet – <b>2 line stanza</b>
		Meter - <b>The repetition of stressed and unstressed syllables in a line of poetry.</b>
		Iambic Pentameter - <b>a type of meter that has 10 syllables in a line of poetry</b>

Types of Poems	Free Verse/Form Poetry <b>is not written with a regular pattern</b>	Lyric Poetry - <b>Poems that expresses the observations and feelings of a single speaker.</b>
		Narrative Poetry - <b>Poems that tell a story.</b>
		Epic Poetry - <b>A long narrative poem about the adventures of an almost superhuman character (The Odyssey)</b>
	Fixed Verse/Form Poetry <b>has a regular pattern</b>	Ballad - <b>Poem which tells a story of a person from the past and is often set to music.</b>
		Haiku - <b>A Japanese form of poetry with three lines of 5 syllables, 7 syllables, 5 syllables.</b>
		Sonnet - <b>Fourteen lines of iambic pentameter – popularized by Shakespeare</b>

**Week 16:**

Extra Credit: Choose one of the poets and write one paragraph on something interesting about their life. Minimum 5 sentences.



**Week 17: Poetry tip.**

Look ahead in your lessons to find out how to create 3 of your poems in your poetry portfolio. Make sure they are typed and in MLA format.

## **Week 18: Poetry Extra Credit**

List your 10 favorite words that fit the onomatopoeia device.  
Print and bring to class to turn in.

**Week 19: Poetry Extra Credit**

Complete a 6 word memoir on your pet or sibling. Make sure to bring to class for credit 😊 (This is in addition to your personal 6 word memoir!)

## Week 20: Short Story- Figurative Language

### Figurative Language of O. Henry

**Directions:** Read each example and write which technique is being used on the line. There may be more than one correct answer; write more than one answer for extra point. Also, explain how you got your answer.

**Answers:** alliteration, onomatopoeia, simile, metaphor, hyperbole, personification, or understatement.

1. That boy put up a fight like a welter-weight cinnamon bear.

What technique is being used?

---

Alliteration, onomatopoeia, simile, metaphor, hyperbole, personification, or understatement.

Explain how you figured it out:

2. Arrest seemed but a rosy dream.

What technique is being used?

---

Alliteration, onomatopoeia, simile, metaphor, hyperbole, personification, or understatement.

Explain how you figured it out:

3. I went out and caught that boy and shook him until his freckles rattled.

What technique is being used?

---

Alliteration, onomatopoeia, simile, metaphor, hyperbole, personification, or understatement

Explain how you figured it out:

4. Coyotes yelped.

What technique is being used?

---

Alliteration, onomatopoeia, simile, metaphor, hyperbole, personification, or understatement.

Explain how you figured it out:

5. The scorn of his comrades would be a worse thing to face than the muzzles of many rifles.

What technique is being used?

---

Alliteration, onomatopoeia, simile, metaphor, hyperbole, personification, or understatement

Explain how you figured it out:

6. Months went by, and still that little cloud of unforgotten cowardice hung above the camp.

What technique is being used?

---

Alliteration, onomatopoeia, simile, metaphor, hyperbole, personification, or understatement.

Explain how you figured it out:

7. There was a town down there, as flat as a flannel-cake

What technique is being used?

---

Alliteration, onomatopoeia, simile, metaphor, hyperbole, personification, or understatement.

Explain how you figured it out:

8. Retribution was creeping up on the hoof-prints of his dapper nags.

What technique is being used?

---

Alliteration, onomatopoeia, simile, metaphor, hyperbole, personification, or understatement.

Explain how you figured it out:

9. He was born in the heart of feudland.

What technique is being used?

---

Alliteration, onomatopoeia, simile, metaphor, hyperbole, personification, or understatement.

Explain how you figured it out:

10. Two of the valorous volunteers waited, concealed by beer barrels.

What technique is being used?

---

Alliteration, onomatopoeia, simile, metaphor, hyperbole, personification, or understatement.

Explain how you figured it out:

11. The city marshal was had decided that Calliope should no more wake the echoes of the town.

What technique is being used?

---

Alliteration, onomatopoeia, simile, metaphor, hyperbole, personification, or understatement

Explain how you figured it out:

12. Jeff Peters has been engaged in as many schemes for making money as there are recipes for cooking rice in Charleston, South Carolina.

What technique is being used?

---

Alliteration, onomatopoeia, simile, metaphor, hyperbole, personification, or understatement.

Explain how you figured it out:

13. He was making internal noises that would have had everybody in San Francisco hiking for the parks.

What technique is being used?

---

Alliteration, onomatopoeia, simile, metaphor, hyperbole, personification, or understatement.

Explain how you figured it out:

14. She began to talk in Spanish, a mournful stream of melancholy music.

What technique is being used?

---

Alliteration, onomatopoeia, simile, metaphor, hyperbole, personification, or understatement.

Explain how you figured it out:

15. She smiled at me the same as if I was a millionaire.

What technique is being used?

---

Alliteration, onomatopoeia, simile, metaphor, hyperbole, personification, or understatement.

Explain how you figured it out:

16. It was considered an improper act to shoot the bride and groom at a wedding.

What technique is being used?

---

Alliteration, onomatopoeia, simile, metaphor, hyperbole, personification, or understatement

Explain how you figured it out:



## Week 21: Short Story Worksheet

SHORT STORY ELEMENTS WORKSHEET - Fill in the following as appropriate:

### **SETTING** –

- a) Place –
- b) Time –
- c) Weather conditions –
- d) Social conditions –
- e) Mood or atmosphere –

### **PLOT** --

- a) Introduction -
- b) Rising Action –
- c) Climax –
- d) Falling action -
- e) Denouement –

### **CONFLICT**—

*Types:*

- 1) External –

- 2) Internal -

*Kinds:*

- 1) Man vs. Man (physical) –
- 2) Man vs. Circumstances (classical) –
- 3) Man vs. Society (social) –
- 4) Man vs. Himself/Herself (psychological) -

**CHARACTER** – *Describe the characteristics of the main characters in one to two informative sentences*

Character 1 \_\_\_\_\_ -

Character 2 \_\_\_\_\_ -

Character 3 \_\_\_\_\_ -

***Which characters from the story fit these descriptions and why?***

- 1. Individual –
- 2. Developing –

3. Static –

**POINT OF VIEW** -- Point of view, or p.o.v., is defined as the angle from which the story is told. Circle which point of view is reflective of the story you read, and write a sentence explaining why this is the best choice.

1. *Innocent Eye*
2. *Stream of Consciousness*
3. *First Person*
4. *Third person (omniscient or limited)*

**THEME** -- Describe the theme of the story you read in a couple of words, then, in two to three sentences, explain why these words best describe the theme.

One possible theme of this story

is \_\_\_\_\_

The reason is because:

## Week 22: Cornell Method Note-taking

### Cornell Notes

<b>Reduce &amp; then Recite</b>	<b>Record for Review</b>
<ul style="list-style-type: none"><li>- Create questions which elicit critical thinking, not 1 word answers</li><li>- Write questions directly across from the answers in your notes</li><li>- Leave a space or draw a pencil line separating questions</li></ul>	<ul style="list-style-type: none"><li>- Write headings and key words in colored pencil</li><li>- Take sufficient notes with selective (not too much verbiage) &amp; accurate paraphrasing</li><li>- Skip a line between ideas and topics</li><li>- Use bulleted lists and abbreviations</li><li>- Correctly sequence information</li><li>- Include diagrams or tables if needed for clarification or length</li></ul>

## Cornell Notes Page 2

Reduce & Recite	Record for Review
<b>Reflect &amp; Recapitulate</b>	
In your own words and in complete sentences, write a 3 – 4 sentence summary paragraph. Your summary should cover the main concepts of the notes, be accurate, and have adequate details.	

## Week 23: Current Event Helps

### Current Events Article Analysis Assignment

*Adapted from an assignment by Danny Lawrence, AP Instructor, Winston-Salem, NC*

#### Objective.

The Current Events Article Analysis Assignment will improve students' summarizing, analyzing, citation, and grammatical skills. It will keep students abreast of current events and breaking news and will provide them with a wealth of knowledge and will require students to present their understanding of particular current events in brief presentations that summarize a topic and provide an appropriate analysis of it.

#### Assignment Overview.

Your task is to find a non-fiction newspaper or magazine article to analyze about a current event or issue. You MAY NOT use sources such as *USA Today*, *People*, *Seventeen*, or blog postings, etc.

Articles, editorials, or essays from the following newspapers/online accounts ARE acceptable:

- *Washington Times*, *Forbes*, *New York Post*, *National Journal*, *The Weekly Standard*, *The Wall Street Journal*, *WorldNetDaily*, *NewsMax*, *New York Times*, *Chicago Tribune*, *BBC*, etc.

The article you choose must have published within thirty days of the assignment due date. Keep it current.

#### Assignment Specifics.

1. Your article needs to be copied in size 12 font with 1.5 inch margins. Make sure to include proper cite at the bottom of the article. Reminder: Use [www.easybib.org](http://www.easybib.org) to cite it properly.
2. You will write a commentary AFTER the article. Your commentary should focus on the article's **content** (*what does the author have to say?*), **form/style** (*how does the author say it?*), and **credibility** (*how reliable is it?*).

When commenting on the article's **content**, you may defend, challenge, or qualify the author's claim/point/thesis/interpretation. Additionally, consider:

- What are some of the author's best arguments? What makes them good?
- Which arguments or points made by the author do not make sense to you? Why?
- Is the author using logical or emotional appeals to get you to agree with him or her?

When commenting on the author's **form/style**, discuss the author's diction, syntax, tone, imagery, organization, appeals, etc. Additionally, consider:

- Is there any connotative language? (meaning are they trying to evoke a certain emotion/response with their language?)
- What is the writer's attitude toward the subject? How do you know?
- Is the author's rhetoric objective or bias?

When commenting on the article's **credibility**, you should evaluate the author's use of evidence/support and concession, and refutation (if applicable). Additionally, consider:

- Does the author adequately support his/her claims with appropriate evidence?
- How reliable are author's sources?
- Does the author use any fallacious logic?

### Grading.

	D	C	B	A
<b>Citation</b>	does not adhere to MLA format	adheres to MLA format, but contains 3-4 errors	adheres to MLA format, but contains 1-3 errors	adheres to MLA format without error
<b>Commentary</b>	commentary that reveals little insight or originality	interesting, commentary that reveals some insight	interesting, insightful commentary	exemplary, insightful commentary
<b>Conventions</b>	poor control of conventions; many errors	limited control of conventions; some errors	strong control of conventions; few errors	excellent control of conventions; no errors

## Week 24: Integrated Quotes –grammar review

### Integrating Quotations into Sentences

You should never have a quotation standing alone as a complete sentence, or, worse yet, as an incomplete sentence, in your writing. We all know what happens when you let go of a helium balloon: it flies away. In a way, the same thing happens when you present a quotation that is standing all by itself in your writing, a quotation that is not "held down" by one of your own sentences. The quotation will seem disconnected from your own thoughts and from the flow of your sentences. Ways to integrate quotations properly into your own sentences are explained below. Please note the punctuation: it is correct.

**There are at least four ways to integrate quotations.**

#### **1. Introduce the quotation with a complete sentence and a colon.**

Example: In "Where I Lived, and What I Lived For," Thoreau states directly his purpose for going into the woods: "I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived."

Example: Thoreau's philosophy might be summed up best by his repeated request for people to ignore the insignificant details of life: "Our life is frittered away by detail. An honest man has hardly need to count more than his ten fingers, or in extreme cases he may add his ten toes, and lump the rest. Simplicity, simplicity, simplicity!"

Example: Thoreau ends his essay with a metaphor: "Time is but the stream I go a-fishing in."

This is an easy rule to remember: if you use a complete sentence to introduce a quotation, you need a colon after the sentence. Be careful not to confuse a colon (:) with a semicolon (;). Using a comma in this situation will most likely create a comma splice, one of the serious sentence-boundary errors.

#### **2. Use an introductory or explanatory phrase, but not a complete sentence, separated from the quotation with a comma.**

Example: In "Where I Lived, and What I Lived For," Thoreau states directly his purpose for going into the woods when he says, "I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived."

Example: Thoreau suggests the consequences of making ourselves slaves to progress when he says, "We do not ride on the railroad; it rides upon us."

Example: Thoreau asks, "Why should we live with such hurry and waste of life?"

Example: According to Thoreau, "We do not ride on the railroad; it rides upon us."

You should use a comma to separate your own words from the quotation when your introductory or explanatory phrase ends with a verb such as "says," "said," "thinks," "believes," "pondered," "recalls," "questions," and "asks" (and many more). You should

also use a comma when you introduce a quotation with a phrase such as "According to Thoreau."

**3. Make the quotation a part of your own sentence without any punctuation between your own words and the words you are quoting.**

Example: In "Where I Lived, and What I Lived For," Thoreau states directly his purpose for going into the woods when he says that "I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived."

Example: Thoreau suggests the consequences of making ourselves slaves to progress when he says that "We do not ride on the railroad; it rides upon us."

Example: Thoreau argues that "shams and delusions are esteemed for soundest truths, while reality is fabulous."

Example: According to Thoreau, people are too often "thrown off the track by every nutshell and mosquito's wing that falls on the rails."

Notice that the word "that" is used in three of the examples above, and when it is used as it is in the examples, "that" replaces the comma which would be necessary without "that" in the sentence. You usually have a choice, then, when you begin a sentence with a phrase such as "Thoreau says." You either can add a comma after "says" (Thoreau says, "quotation") or you can add the word "that" with no comma (Thoreau says that "quotation.")

**4. Use short quotations--only a few words--as part of your own sentence.**

Example: In "Where I Lived, and What I Lived For," Thoreau states that his retreat to the woods around Walden Pond was motivated by his desire "to live deliberately" and to face only "the essential facts of life."

Example: Thoreau argues that people blindly accept "shams and delusions" as the "soundest truths," while regarding reality as "fabulous."

Example: Although Thoreau "drink[s] at" the stream of Time, he can "detect how shallow it is."

When you integrate quotations in this way, you do not use any special punctuation. Instead, you should punctuate the sentence just as you would if all of the words were your own. No punctuation is needed in the sentences above in part because the sentences do not follow the pattern explained under number 1 and 2 above: there is not a complete sentence in front of the quotations, and a word such as "says," "said," or "asks" does not appear directly in front of the quoted words.

All of the methods above for integrating quotations are correct, but you should avoid relying too much on just one method. You should instead use a variety of methods.

**Notice the Punctuation!**

Notice that there are only two punctuation marks that are used to introduce quotations: the comma and the colon (:). Note that a semicolon (;) is not used to introduce quotations.



Notice as well the punctuation of the sentences above in relation to the quotations. If there are no parenthetical citations in the sentences (no author's name and page number in parentheses), the commas and periods go inside the final quotation mark ("like this."). For whatever reason, this is the way we do it in America. In England, though, the commas and periods go outside of the final punctuation mark.

Semicolons and colons go outside of the final quotation mark ("like this";).

Question marks and exclamation points go outside of the final quotation mark if the punctuation mark is part of your sentence--your question or your exclamation ("like this"?). Those marks go inside of the final quotation mark if they are a part of the original--the writer's question or exclamation ("like this!").

### **The Proper Punctuation: Keeping in Simple**

Remembering just a few simple rules can help you use the correct punctuation as you introduce quotations. There are some exceptions to the rules below, but they should help you use the correct punctuation with quotations most of the time.

- Rule 1: Complete sentence: "quotation." (If you use a complete sentence to introduce a quotation, use a colon (: ) just before the quotation.)
- Rule 2: Someone says, "quotation." (If the word just before the quotation is a verb indicating someone uttering the quoted words, use a comma. Examples include the words "says," "said," "states," "asks," and "yells." But remember that there is no punctuation if the word "that" comes just before the quotation, as in "the narrator says that.")
- Rule 3: If Rules 1 and 2 do not apply, do not use any punctuation between your words and the quoted words.

And remember that a semicolon (;) never is used to introduce quotations.

These rules oversimplify the use of punctuation with quotations, but applying just these few rules should help you use the correct punctuation about 90 percent of time.

Complete the following for extra credit (10 points)

### **Irregular Verbs**

- |         |   |
|---------|---|
| Taste   | 1. We had never _____ such delicious tomatoes.          |
| Suppose | 2. We were _____ to read the next chapter.              |
| Find    | 3. Alicia had finally _____ her pen.                    |
| Go      | 4. Has Gwen already _____ to the lab?                   |
| Ask     | 5. The dentist _____ me to return on Monday.            |
| Sit     | 6. Last night we _____ out on the patio.                |
| Give    | 7. By noon, Sean will have _____ away the extra stamps. |
| Lead    | 8. Benita _____ the children across the street.         |
| Sing    | 9. She has _____ every song in the book.                |

- |        |  |
|--------|--|
| Eat    | 10. Roger asked if I had _____ the last banana.                          |
| Begin  | 11. I had _____ to think you weren't here.                               |
| Give   | 12. Have they _____ anything to the sale?                                |
| Shake  | 13. Rey _____ the cereal box.  |
| Swim   | 14. Has anyone ever _____ across the lake?                               |
| Be     | 15. Aunt Eve and Uncle Leo have never _____ there.                       |
| Drink  | 16. Aunt Pearl _____ her water quickly.                                  |
| Bring  | 17. They had _____ him something to eat.                                 |
| Do     | 18. Should Denise and I have _____ the job first?                        |
| See    | 19. Yesterday, we _____ the most beautiful sunset.                       |
| Come   | 20. At last the lawyer _____ to the point.                               |
| Set    | 21. Before I could say anything, she had _____ the plate in front of me. |
| Steal  | 22. Jean's troubles with the law began when he _____ a loaf of bread.    |
| Drive  | 23. We had _____ forty miles before we remembered to get gas.            |
| Freeze | 24. Sometimes the ice pond _____ as early as October.                    |
| Tear   | 25. She _____ a page out of the notebook and handed it to me.            |

### Irregular Verbs

- |       |   |
|-------|---|
| Ride  | 1. Had Han _____ a horse before?                        |
| Drive | 2. I have _____ that way before.                        |
| Throw | 3. The pitcher had _____ a strike.                      |
| Steal | 4. Had they _____ her briefcase?                        |
| Write | 5. Books were _____ by hand many years ago.             |
| Break | 6. Was your watch _____ in the scuffle?                 |
| Fall  | 7. Suzie _____ when she was learning how to skate.      |
| Swim  | 8. I wish I'd _____ out to the raft after you had.      |
| Find  | 9. We had _____ the leftovers.                          |
| Run   | 10. Stan had just _____ eighty yards for a touchdown.   |
| Take  | 11. Gibson must have _____ pride in her tennis lessons. |
| Go    | 12. The clerk _____ to the back of the store.           |
| Sit   | 13. Yesterday Bret _____ through two movies.            |
| Ring  | 14. I didn't know the bell had _____.                   |
| Bring | 15. Dad has never _____ his work home with him.         |
| Sing  | 16. Silence reigned; not one not was _____.             |
| Be    | 17. Helen had never _____ to Japan before.              |
| Rise  | 18. Melodie _____ from her seat.                        |
| Tear  | 19. Dale _____ up his paper.                            |

- |        |  |
|--------|--|
| Speak  | 20. Cole _____ to an interviewer.                    |
| Burst  | 21. The pipe had a crack in it before it _____.      |
| Fly    | 22. Celia has _____ from Dallas to Miami.            |
| Forget | 23. Do you think Roscoe has _____ about our meeting? |
| Hid    | 24. We have _____ dad's present.                     |

## Week 25: Spelling Review

**LL: Spelling-** Fill in the blanks with the correct letters: *ie, ei, cede, ceed, or sede*.

- |                   |                |
|-------------------|----------------|
| 1. Fr____ght      | 11. Fr____ndly |
| 2. Suc_____       | 12. Re_____    |
| 3. For____gn      | 13. Bel____ve  |
| 4. Se_____        | 14. _____ther  |
| 5. Rel____ve      | 15. R____gn    |
| 6. Inter_____     | 16. Super_____ |
| 7. N____gh        | 17. Dec____ve  |
| 8. Pro_____       | 18. Con_____   |
| 9. Th____f        | 19. P____ce    |
| 10.      Unv____l | 20. H____ght   |

**MM: Spelling-** Correct the spelling errors or label the sentence as correct.

- \_\_\_\_\_ 1. What a great feeling to excede my own expectations!
- \_\_\_\_\_ 2. You will receive extra points if you can list ten countries in Africa.
- \_\_\_\_\_ 3. Martha doesn't want to forfeit her place in line.
- \_\_\_\_\_ 4. The Supreme Court's latest vote superceeds last year's ruling.
- \_\_\_\_\_ 5. The cat's wieght goes up in the winter.
- \_\_\_\_\_ 6. My twin brother preceeded me in birth.
- \_\_\_\_\_ 7. Is it your beleif that term limits are unconstitutional?
- \_\_\_\_\_ 8. Janet's history report will be on Geronimo, the Apache cheif.
- \_\_\_\_\_ 9. The veiw from Delphi was amazing.

What are the top five words you have misspelled this year in class the most or that you struggle with?

- |    |    |    |
|----|----|----|
| 1. | 3. | 5. |
| 2. | 4. |    |

## Week 26: Self-Review

<b><u>First Paragraph</u> and Introduction</b>	<b>Yes</b>	<b>Needs Work</b>
<u>Introductory sentence</u> is interesting		
The thesis sentence is specific		
The <u>thesis statement</u> makes a clear declaration that I back up with examples		
<b>Body Paragraphs</b>		
Does each paragraph begin with a good <u>topic sentence</u> ?		
Do I provide clear evidence to support my thesis?		
Have I used examples with citations evenly throughout the work?		
Do my <u>paragraphs flow</u> in a logical manner?		
Have I used clear transition sentences?		
<b>Paper Format</b>		
<u>Title page</u> meets assignment requirements		
<u>Page numbers</u> are in the right location on the page		
Page numbers start and stop on the right pages		
Each citation has a Works cited entry		
In-text citations checked for proper formatting		
<b>Proofreading</b>		
I've read my paper aloud and checked for flow		
My summary/conclusion restates my thesis in different words		
<b>Meeting the Assignment</b>		
I mention both positions on the topic		
My paper is the right length		
I've used five or more sources		
My Works Cited page is flawless		

## Week 27: Peer Review

Peer Review Form for Research Papers

**Reviewer:** \_\_\_\_\_ **Author:** \_\_\_\_\_

Using the following checklist, complete a review of a classmate's paper:

#1. What do you think is the main idea of this piece?	
#2. What is the thesis statement in this essay?  NOTE: if you have trouble identifying either the question/problem/issue or the thesis, be sure to concentrate on how to help the writer clarify the problem	
#3. List all major topics in this essay that match/relate to the thesis statement. Refer to their topic sentences in their body paragraphs.	
#4. List any topics or ideas that do not relate to the thesis.	
#5. List and describe any passages in this essay that you do not understand. Include why you do not understand these sections.	
#6. Are the quotes integrated and clarified? Did they use proper MLA citing? Circle quotes that need work.	

## Week 28: Rubric for Light Bulb Narrative

### Light Bulb Moment Rubric 100 Pts.

#### Content

- \_\_\_\_\_ Describes the event using vivid and concrete details. 40 pts.
- \_\_\_\_\_ Vividly describes the emotions of the experience. 10 pts.
- \_\_\_\_\_ Contains a reflection of the event and its meaning. 20 pts.
- \_\_\_\_\_ Contains a thesis at the beginning or end that summarizes the impact of the moment. 10 pts.

#### Format

- \_\_\_\_\_ Typed, Size 12, Standard Margins and at least one full page. 20 pts.
- \_\_\_\_\_ 5 points off for run-ons, comma splices, fragments, inappropriate usage
- \_\_\_\_\_ 5 points off for lack of subject/verb agreement, lack of pronoun agreement, apostrophe errors, punctuation errors, etc.

## Week 29: ACT essay Reminder helps

### ACT Essay Hints

30 Minutes

1. Quickly (1-2 minutes) brainstorm ideas that come to mind. Make a T-chart for both positions.

2. Take the position that you can best defend. Even if you would hate to see the high school years extended from four to five, but you have more support for this position, defend it. You need three solid "ideas" of support. You may use ideas presented in the prompt, but aim to think of new support. Once you decide on your position, **number your ideas 1, 2, and 3 from least important to most important.**

### T Chart

#### Keep 4 Years

- Stay on track w/ other high schools
- lose interest after 5 extracurricular -1
- students already graduate early

#### Extend 5 Years

- Take more classes-2
- More time for
- less stress, anxiety -3

3. This will most likely be an extended (long) paragraph instead of the traditional five paragraph essay.

4. Your topic/first sentence should restate the question raised in the prompt and clearly state your position, "Extending the high school curriculum from four years to five years will provide great benefit to high school students." If you can list your three big ideas (THESIS), this is even better. "Extending the high school curriculum from four years to five years will greatly benefit students because it will allow students to expand their extracurricular activities, increase their academic knowledge, and decrease their anxiety.

5. Use *Initially*, *Furthermore*, and *Ultimately* to signal each new example of



support in your paragraph. Provide the example and then quickly elaborate (1-2 sentences) on this example. Use your ideas from your thesis, and the essay will be quite easy.

"**Initially**, a five year school year will promote participation in extracurricular activities. **For instance**, many students feel that they do not have the time to take part in sports, theater, band, or chorus because they feel pressure to take academic classes. An extra year would give students time to pursue their academic interests as well as others in the fine arts or athletic departments. **Furthermore**, an extra year at the high school level would allow students the opportunity to increase their academic knowledge. **For example**, students would have the opportunity to take more advanced classes such AP Psychology or Honors Latin that they otherwise might not have room for; this would provide students with a better educational foundation before entering college. **Ultimately**, an extension of an extra year would decrease the anxiety and stress level of students. To Illustrate,...."

6. Add a concluding sentence that quickly restates your thesis. "**To conclude**, an extension of the high school curriculum will be advantageous for all students' academic, social, and emotional well being."

7. Save at least two minutes to read over your essay. Check for grammatical mistakes! Check for careless errors (missing words).

8. Use synonyms instead of repeating the same phrases or words.

## Week 30: Complete Free Write!

For your last writing...get your creative ideas flowing!!

1. high school drama queens/kings
2. foreign travel/mission
3. haunted record player
4. life and death situation
5. magical genie granting wishes
6. stranded on a highway
7. hamster running loose
8. winning the race
9. post-apocalyptic world
10. caught in a storm
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

**Week 31:**

Extra Credit: If there was ONE thing you could do differently this year (regarding classes/activities/friendships/family/work/sports) what would it be and why. Hand write or type your response and turn it in for up to 20 extra credit points for any assignment (other than final research paper). To earn the full 20 points, there must be variety in openers, syntax, strong vocabulary, transitions, and no misspellings/grammatical errors.

