

STUDENT LEARNING OUTCOME 1

SPECIFIC OBJECTIVES:

Upon completion students will be able to:

1.1 DEMONSTRATE THE USE OF PRE-READING, READING, AND POST-READING SKILLS WITH COLLEGE-LEVEL TEXTS:

- 1.1.1 Use pre-reading strategies (e.g. previewing, assessing prior knowledge, planning reading and study time, skimming, scanning)
- 1.1.2 Use reading strategies (e.g. annotating, asking questions, summarizing)
- 1.1.3 Use post-reading strategies (e.g. reviewing, self quizzing)
- 1.1.4 Use metacognitive skills to self-monitor throughout the reading process (e.g. self-monitoring, making connections, and assessing comprehension)

STUDENT LEARNING OUTCOME 1

1.1 DEMONSTRATE THE USE OF PRE-READING, READING, AND POST-READING SKILLS WITH COLLEGE-LEVEL TEXTS

1.1.1 USE PRE-READING STRATEGIES (E.G. PREVIEWING, ASSESSING PRIOR KNOWLEDGE, PLANNING READING AND STUDY TIME, SKIMMING, SCANNING)

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
1.1.1.1	Demonstrate pre-reading skills using SQ4R. For example: Before reading a textbook chapter, students will ask questions about titles, subtitles, and highlighted words/concepts.
1.1.1.2	As students are initially surveying the layout and organization of the text (headings, subtitles, etc.), have them pause and briefly identify and discuss the text's components.
1.1.1.3	After the students have begun formulating questions, have them pause and offer examples to the rest of the class of their questions. It is important to challenge them to create more and more thoughtful questions.
1.1.1.4	Encourage students to raise questions or request clarification at any point in the pre-reading process. This is an effective way to determine how clearly the students are grasping the purpose and use of pre-reading.
1.1.1.5	Have students activate prior knowledge pertaining to texts using the KWL chart. Students can use a KWL chart to activate information they already KNOW about a topic, and to list what they WANT (or need) to know about a topic prior to reading a text. (The "L" part of the chart is for post-reading—where students write what they LEARNED about the topic they read about.)

TEACHING TIPS:

1. Students must be introduced to and understand the purpose of titles, subtitles, paragraphing, highlighted words/concepts, summaries, end-of-text questions.
2. Students should learn to survey the text, looking at pictures, photos, drawings, tables, charts
3. Students must learn to formulate questions about the text to be read by rewording titles, heading, etc., into questions (e.g. Changing the title "The Three Laws of Motion" into a question: "What are the three laws of motion?" or "Why would I need to know the three laws of motion?")
4. Students often come to realize that they have much more knowledge about a variety of subjects than they are aware. This can be brought to light by class and small-group discussions.

TEACHING RESOURCES:

- http://www.wvup.edu/academics/learning_center/sq4r_reading_method.htm This website briefly explains SQ4R.
- http://www.fullerton.edu/DSS/new_handbook/sec7/sq4r.htm This website offers a possible assignment sheet for pre-reading.
- http://www.lib.uoguelph.ca/assistance/learning_services/handouts/SQ4R.cfm This website is designed to assist students with pre-reading strategies.
- <http://departments.weber.edu/teachall/reading/prereading.html#PriorKnowledge> This website offers a useful and thorough discussion, for instructors, of the concept of prior knowledge.
- <http://www.jimwrightonline.com/pdffdocs/priorknow.pdf> This pdf offers a clear approach for teachers to begin to help students access prior knowledge.
- <http://www.cmu.edu/teaching/assessment/howto/basics/selfassessment.html> This website offers ways to measure prior knowledge.

STUDENT LEARNING OUTCOME 1

1.1 DEMONSTRATE THE USE OF PRE-READING, READING, AND POST-READING SKILLS WITH COLLEGE-LEVEL TEXTS

1.1.2 USE READING STRATEGIES (E.G. ANNOTATING, ASKING QUESTIONS, SUMMARIZING)

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
1.1.2.1	While reading, have students stop after each paragraph to summarize what is being said by annotating in the margin of the text. After using this strategy for several paragraphs within a text, have students identify interconnections of ideas by summarizing several paragraphs into the larger idea being expressed.
1.1.2.2	While reading, have students locate and examine the meaning of any unknown vocabulary words. Then, have students re-read the sentences around the area where each unknown word was found and write the learned meaning in the margin of the text beside the unknown word for future reference.
1.1.2.3	Teach students to have an annotated conversation with the author of a text by having students formulate clear and precise questions, problems, and statements related to what they are reading then writing those ideas down in the margin of the text. Then, have students gather and assess information about the questions, problems, and statements they pose and compare that information to what the author says.
1.1.2.4	While reading, have students rephrase key areas of a text to read in the form of a question then have students evaluate each question for importance and relevance. Teach students to use the most important and relevant questions as a guide to preparing for a test over the read material.
1.1.2.5	Teach students to use the pattern of organization a text uses by having them write in the margin of the text the structure of the text. For example, have students write what two concepts are being compared when the text uses a comparison pattern of organization.

TEACHING TIPS:

1. While reading, students need to be taught to formulate answers to the questions posed earlier in the pre-reading stage. This can be a written or oral exercise and it can be done individually or in small groups.
2. Anticipating possible test questions that students might experience later is a useful comprehension tool.
3. Students must be taught to understand that annotating is not the same as highlighting or underlining; rather, it is a written demonstration of understanding or interpreting.
4. Inevitably, students will be confronted with unknown (or unfamiliar) words while reading a text. Techniques for tackling problematic words become second nature after practice.
5. Students must understand that all readers' minds wander from time to time while reading even the most engaging texts. It's not a sign of a "bad reader."
6. Students must be trained to understand that reading is an active process, one that requires the reader to access how the text aligns itself with what the reader already knows and/or believes.
7. Students must learn to critically challenge what they read.
8. Explore the world of graphic organizers by allowing students to be creative in their choices of organizers. For example, social networking provides its own applications for graphic organizers. In addition, "corkboard" organizers, reading "calendars," and other atypical graphic organizers can help students see diagrams and charts in new ways.

TEACHING RESOURCES:

- <http://sbcclearningresources.net/dla/2008/02/06/active-reading-strategy-marginal-annotation-2/> This website provides a thorough exercise for students (and instructors) in practicing and understanding annotation.
- http://t4.jordan.k12.ut.us/cbl/images/CBL_Documents/wordattack.pdf Although seemingly elementary, this is a clear exercise that models for students how to use word attack strategies.
- <http://www.thereadingworkshop.com/2010/03/word-attack-strategies.html> This is another simple, but informative site dealing with word attack strategies.

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1.1 DEMONSTRATE THE USE OF PRE-READING, READING, AND POST-READING SKILLS WITH COLLEGE-LEVEL TEXTS

- <http://www.benchmarkeducation.com/educational-leader/reading/metacognitive-strategies.html> This website offers a deceptively “rich” discussion and worksheet on metacognitive strategies.
- <http://www.chabotcollege.edu/learningconnection/ctl/FIGs/jumpstart/MARSIpacket.pdf> Scroll down to page 253 of this highly complex discussion of metacognition. The inventory list does a lot to clarify what makes up metacognition in reading.
- http://www.iwu.edu/~writcent/glossing_ideas.html This website explains the concept of glossing.
- http://www.iptv.org/pd/strategicreading/rws_stratduring.cfm This website offers several during-reading strategies.
- <http://scc.losrios.edu/~langlit/reading/contextclues/intro1.htm> This tutorial leads students through the process of using context clues in reading.
- http://www.readinga-z.com/more/reading_strat.html Reading A-Z.com includes rich resources for word-attack, questioning, and many other reading strategies.
- www.Audacity.com is an online recording “studio” that allows students to read aloud, save, and send sound files. Consider asking students to record themselves reading aloud and musing over questions and unknown words; next, have the student send the file(s) to the teacher.

STUDENT LEARNING OUTCOME 1

1.1 DEMONSTRATE THE USE OF PRE-READING, READING, AND POST-READING SKILLS WITH COLLEGE-LEVEL TEXTS

1.1.3 USE POST-READING STRATEGIES (E.G. REVIEWING, SELF QUIZZING)

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
1.1.3.1	After reading a passage, have the students identify the topic, main idea, major and minor details and answer the wh -questions and incorporate that information into a unified and cohesive summary/synthesis.
1.1.3.2	After reading a chapter in a textbook, a passage in a novel, or a poem or play, have students identify the author's purpose and explain how it affected their reading of the passage and describe what reading method or technique they used to understand the passage.
1.1.3.3	Have students recite materials they have read to a classmate in order to improve recall.
1.1.3.4	After practicing graphic organizers including but not exclusive to maps, Venn Diagrams, charts, time lines, outlines, cause and effect flow charts, and compare/contrast charts, have students select a graphic organizer to help them recall the information in a reading selection for a test.
1.1.3.5	Have students select the vocabulary and tone that helped them determine the audience of a reading. Working individually, in pairs, or ingroups, have them rewrite the passage for a different audience.
1.1.3.6	Have students write a statement of agreement/disagreement about a text and then provide adequate and relevant support for that belief.
1.1.3.7	Have students work in small groups to generate potential test questions; then have each group answer the questions posed by another group.
1.1.3.8	Have the students write clear, concise paragraphs to answer the questions at the end of a chapter or reading. Students can work independently, in pairs, or in groups to answer specific questions.

TEACHING TIPS:

1. Teach students to identify the topic and author's assertion of a reading and then use this information to figure out and write the main idea or point of the text. They should then use this information to identify the major and minor details of the reading.
2. Use a variety of graphic organizers throughout the semester so that students will develop their understanding of how written material is organized.
3. Teach tone words before having students identify the tone of reading material.

TEACHING RESOURCES:

- Examples of several graphic organizers for the students to use.
- Readings from the text, chapters in a textbook used at the college level, novels, magazines, trade journals, and readings from the Internet.
- Articles from the newspaper or trade journals.
- Questions at the end of any chapter in any textbook, novel or other source.
- <http://studyzone.org/testprep/ela4/h/authorpur.cfm> This website addresses author's purpose.
- <http://www.quia.com/rr/144406.html> This interactive website helps students develop their comprehension skills.

STUDENT LEARNING OUTCOME 1

1.1 DEMONSTRATE THE USE OF PRE-READING, READING, AND POST-READING SKILLS WITH COLLEGE-LEVEL TEXTS

1.1.4 USE METACOGNITIVE SKILLS TO SELF-MONITOR THROUGHOUT THE READING PROCESS (E.G. SELF-MONITORING, MAKING CONNECTIONS, AND ASSESSING COMPREHENSION)

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
1.1.4.1	If the students do not want to use SQ4R, have them do an Internet search for reading processes and select a process that they feel would work for them. Have them compare and contrast the basic elements of the process to SQ4R. Then have them describe the process and demonstrate to the class how the process can be used.
1.1.4.2	If the students want to use SQ4R, practice the process using a variety of readings and have them explain how the Survey step might change depending upon the reading.
1.1.4.3	Have the students write a description of what they do when they use each step of the reading process.
1.1.4.4	After discussing their experiences with reading, develop a list of the common problems they have with reading and poll the class to see how many have similar problems. During the first week of class, have students write a journal entry describing their experiences with reading and their strengths and weaknesses in reading. Have students set a goal for the month, and at the end of the month, have them self-evaluate their progress. Have them write another journal entry explaining how they achieved their goals or why they think they did not achieve them, and have them set goals for the next month. Repeat this process monthly throughout the semester.
1.1.5.5	Using a Directed Reading Thinking Activity, have the students stop at intervals during a reading and review the details of the reading and predict what will happen next in the reading. If they did not comprehend what was read, have them reread the passage to determine what words, phrases or concepts are confusing them. Then have them determine what strategies they should use to solve this problem: Complete another rereading of the passage, use a dictionary, look up information of the Internet, ask the teacher or a friend.
1.1.5.6	Have students use the preview/survey part of the reading process to design wh- questions for a reading and write the questions in the text. While reading, have students stop after every 1,2 or 3 paragraphs to write questions on index cards or in their notes or books about what they want to learn from the text.; have them highlight any words or passages that they find difficult to understand. After reading, have the students develop questions to be used with their class for a discussion of the passage.
1.1.5.7	Start with easy reading material and have the students time themselves to determine how fast they can read the passage. Add passages of increased difficulty and have the students explain why they are reading these passages more slowly; have them explain in writing why one needs to adjust rate of reading to meet the needs of the reading passage and to keep comprehension high.

TEACHING TIPS:

1. Encourage students not to skip over areas of confusion while they are reading; rather, have them stop and consider the nature of the confusion. Identifying misunderstanding is often a springboard to comprehension.
2. Students often think that rereading (or reading ahead) for clarity is not the “right” way to read. They should be encouraged to rethink this misconception.
3. If students are having difficulty, encourage them to pause and analyze their approach to reading; that is, do they lose concentration? Read too fast?
4. Advise students to remind themselves of their purpose for reading while they are engaging the text. It increases focus.

STUDENT LEARNING OUTCOME 1

1.1 DEMONSTRATE THE USE OF PRE-READING, READING, AND POST-READING SKILLS WITH COLLEGE-LEVEL TEXTS

TEACHING RESOURCES:

- The Internet and any reading materials available.
- Index cards and colored markers.
- Readings at various levels of difficulty.
- A stop watch or clock and a journal to record the amount of time and degree of comprehension.
- <http://teacher.scholastic.com/reading/bestpractices/comprehension/flowchartofbehavior.pdf> This website shows a flowchart of self-correcting behaviors.
- <http://www.scholastic.com/teachers/lesson-plan/self-monitoring-strategies-and-vocabulary-games> This website presents information on self-monitoring for the reading process.
- http://ohiorc.org/adlit/strategy/strategy_each.aspx?id=10 This website presents a discussion of self-monitoring, along with suggestions for helping students use self-monitoring techniques.

STUDENT LEARNING OUTCOME 2

SPECIFIC OBJECTIVES:

Upon completion students will be able to:

2.1 PRE-WRITE, DRAFT, REVISE, EDIT, AND PROOFREAD TEXTS:

- 2.1.1 Assess rhetorical situations (e.g. audience, purpose, voice, meaning)
- 2.1.2 Apply techniques of invention (e.g. brainstorming, mapping, listing, outlining)
- 2.1.3 Revise to produce coherent, clear and unified texts
- 2.1.4 Edit to apply the conventions of academic written English, including grammar, usage and mechanics
- 2.1.5 Proofread to ensure accuracy of final published texts

STUDENT LEARNING OUTCOME 2

2.1 PRE-WRITE, DRAFT, REVISE, AND PROOFREAD TEXTS

2.1.1 ASSESS RHETORICAL SITUATIONS (E.G. AUDIENCE, PURPOSE, VOICE, MEANING)

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
2.1.1.1	Read a text and analyze it in terms of purpose, audience, writer, and subject.
2.1.1.2	Write a response to a scenario with an identified purpose and audience.
2.1.1.3	Read and evaluate a text in terms of the rhetorical situation and write a paragraph addressing the writer (authority on the topic and image in the work), the audience, and the purpose.

TEACHING TIPS AND RESOURCES:

1. An example for objective 2.1.1.2 (response to a scenario) could include:
You have a test scheduled in two days, but your boss has asked you to fill in for a sick co-worker at the same time. Write an email to the boss or teacher about your situation and proposed solution.
2. Discuss PAWS, which applies to both reading and writing:
 - a. Purpose—What is the writer’s purpose? Is the writer trying to inform, persuade, entertain, etc.?
 - b. Audience—Who is the audience, and what are the author’s assumptions about this group?
 - c. Writer—How does the author come across in the work? Does the author seem knowledgeable? Fair? Authoritative?
 - d. Subject—What is the subject of the text?
3. The Purdue Online Writing Lab—“The Rhetorical Situation”
<http://owl.english.purdue.edu/owl/resource/625/01/>
This site provides an overview of the rhetorical situation focusing on author, audience, text, and context.
4. West Chester University—“An Overview of the Rhetorical Situation”
<http://brainstorm-services.com/wcu-2004/rhetorical-situation.html>
In addition to providing an overview of the rhetorical situation, this site focuses on writing for different purposes (objective, expressive, persuasive).
5. McLean, Scott. “Business Communication for Success” Flatworld Knowledge.
<http://www.flatworldknowledge.com/pub/business-communication-success/70199#web-70199> This site focuses more on considering the rhetorical situation in speeches, but the information about considering “who, what, when, why, where, and how” is relevant to writing as well.

STUDENT LEARNING OUTCOME 2

2.1 PRE-WRITE, DRAFT, REVISE, AND PROOFREAD TEXTS

2.1.2 APPLY TECHNIQUES OF INVENTION

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
2.1.2.1	Demonstrate the use of various invention strategies (brainstorming, listing, etc.) before starting the draft of a writing assignment.

TEACHING TIPS AND RESOURCES:

1. Introduce a variety of invention strategies including but not limited to brainstorming, listing, clustering, and freewriting. Students will develop their preferences, which are often based on their learning styles.
2. The Purdue Online Writing Lab--“Introduction to Prewriting (Invention)”
<http://owl.english.purdue.edu/owl/resource/673/1/>
This site provides students with questions and processes to help them begin the writing process.
3. The Purdue Online Writing Lab—“Symptoms and Cures for Writer’s Block”
<http://owl.english.purdue.edu/owl/resource/567/1/>
This site presents “symptoms” the student may have in terms of writer’s block along with possible “cures” that include invention strategies.
4. Dartmouth Writing Program—“Invention”
<http://www.dartmouth.edu/~writing/materials/tutor/problems/invention.shtml>
This site introduces different invention strategies and discusses the benefits of a discovery draft.
5. Antioch University Virtual Writing Center—“Writing Invention Strategies”
<https://access.antioch.edu/apps/VirtualWritingCenter/documents/Writing%20Invention%20Strategies.pdf>
This PDF file includes an introduction to invention strategies as well as an “inquiry planner” students can use as they start a writing assignment.

STUDENT LEARNING OUTCOME 2

2.1 PRE-WRITE, DRAFT, REVISE, AND PROOFREAD TEXTS

2.1.3 DRAFT WITH CONSIDERATION OF SUBJECT, AUDIENCE, PURPOSE, VOICE, WRITTEN EXPRESSION AND MEANING

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
2.1.3.1	Have students summarize each other's written texts; use the summaries to evaluate whether their own texts have successfully expressed the intended subject, purpose, meaning, and voice.
2.1.3.2	Have students write a reaction paragraph to an assigned reading. In the paragraph, identify purpose, audience and voice. In a follow-up assignment, incorporate each of the elements in an original composition. Peers will evaluate the paragraph and identify audience, purpose, and voice of the writing. Summarize each other's work.

TEACHING TIPS AND RESOURCES:

1. When possible have students react in writing to the reading they have done. This allows for identification of audience, purpose, tone and voice in the work of another before the student finds his or her own voice. In preparation for the writing, introduce author's purpose through reading of examples of persuasive, entertaining and informative writing. Have students note the differences in each purpose and discuss the uses of each.
2. As purpose is discussed, lead students to make the connection between purpose, tone and audience. When possible, have the students articulate the relationship among the three.
3. A good reference is http://www.ncteamericancollection.org/assets/pdf/ph_authors_purpose.pdf. The author uses paragraphs from the works of Welty and Hughes as practice for identifying purpose and tone.
4. A good resource for introducing the concept of voice is <http://www.examiner.com/writing-in-denver/author-voice>. The author uses the works of Capote and Pilcher to show distinctions in voice. She also sets forth the concept that one's own voice cannot be taught but must be discovered.

STUDENT LEARNING OUTCOME 2

2.1 PRE-WRITE, DRAFT, REVISE, AND PROOFREAD TEXTS

2.1.4 REVISE TO PRODUCE COHERENT, CLEAR AND UNIFIED TEXTS

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
2.1.4.1	<p>Insert the appropriate transition for coherence:</p> <p>Many people believe successful people are lucky and talented; _____, in his book <i>The Talent Code</i>, Daniel Coyne suggests otherwise and contends that it takes 10,000 hours, or ten years, of deliberate practice to develop expertise. (first, then, during, however, when)</p>
2.1.4.2	<p>Revise for Clarity</p> <p>While walking the trail at The Mariners’ Museum, we discovered a 400-year-old tree that had fallen during the storm which was fortified with concrete from a lightning strike over 50 years ago.</p> <p>Example:</p> <p>While walking the trail at The Mariners’ Museum after the storm, we discovered a fallen 400-year-old tree that had been fortified with concrete as a result of a lightning strike over 50 years ago.</p>
2.1.4.3	<p>Revise from Passive to Active Voice:</p> <p>Because the mechanical shark malfunctioned daily, shooting for the film <i>Jaws</i> was extended beyond the original 55 days by the 28-year-old director, Steven Spielberg.</p> <p>Example:</p> <p>Because the mechanical shark malfunctioned daily, Steven Spielberg, the 28-year-old director, extended the filming of <i>Jaws</i> beyond the original 55 days.</p>

TEACHING TIPS AND RESOURCES:

1. Introduce the lesson with this: It took E.B. White two years to come up with, “‘Where’s Papa going with that ax?’” said Fern to her mother as they were setting the table for breakfast.” (White, E. B. 2001. *Charlotte’s Webb*. Harper Collins.) Explain that even the best writers need time to reflect and revise.)
2. Use the following sites for additional revision exercises and lessons:
 - <http://grammar.ccc.commnet.edu/grammar/>
 - <http://writingcenter.unc.edu/resources/handouts-demos/writing-the-paper/revising-drafts>
3. Students who do not have an assigned writing group may want to use this site to hear their essays read aloud: <http://www.naturalreaders.com/index.htm> (This site is a way to create a personal writing group for revising to catch errors a student may miss in a silent reading.)
4. Use the **STAR** approach to revision: **S**ubstitute, **T**ake Things Out, **A**dd, and **R**earrange (Gallagher, K. 2006. *Teaching Adolescent Writers*. Portland, ME: Stenhouse, 59)
5. Rewrite a passage from a mentor text so it lacks clarity. Then ask the students to revise it before sharing the author’s final version. This could be a model for peer editing practice.
6. Use different colored highlighters to mark deficiencies during peer editing: red for clarity, blue for coherence, and yellow for unity. Then allow time for students to correct the errors.
7. Locate examples that demonstrate the revision process of well-known authors. Remind students, “There are no final drafts, only deadlines.” (Sharon Zuber, Coordinator of William and Mary’s Writing Center.)

STUDENT LEARNING OUTCOME 2

2.1 PRE-WRITE, DRAFT, REVISE, AND PROOFREAD TEXTS

2.1.5 EDIT TO APPLY THE CONVENTIONS OF ACADEMIC WRITTEN ENGLISH, INCLUDING GRAMMAR, USAGE AND MECHANICS

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
2.1.5.1	<p>Identify and correct errors in grammar, usage, and mechanics. The following paragraph is a sample passage that could be used:</p> <p>My most memorable experience from elementary school happen in Ms. Higgins Geography class. She gave us a quizz that I hadn't studied for. When I saw the 10 questions I knew I was dead. I didn't know a single answer so I decide too guess. I sat their at my desk, pencil in hand and took a stab at chosing the correct multiple choice answer. Ms. Higgins returned my paper with a big orange smiley face draw on mine. That means only one thing I had got the highest mark in the class. I'd guessed 9 of the ten correct. Ms. Higgins said "That this just went to prove what you could do if i study".</p>
2.1.5.2	<p>In groups of sentences, pick the sentence that has no errors. For example:</p> <p>Which one of these sentences uses the apostrophe correctly?</p> <p>A. My sister's name is Rose. B. My sister's names are Brenda and Linda. C. That womans' name is Sue.</p> <p>Which one of these sentences uses the verbs LAY or LIE correctly?</p> <p>A. John needs to lay down. B. Lay your book on the shelf. C. I laid in bed for three hours.</p>
2.1.5.3	<p>In sentences that contain words that are easily confused, students will select the correct word. For example:</p> <p>1. You are (to, too, two) late to get the special discount. 2. The children are going to meet (there, their, they're) parents after school. 3. (Your, You're) going to be late for class.</p>
2.1.5.4	<p>Using an editing guide or checklist, have students analyze their papers using a process that works through editing overall organization, editing paragraphs, editing sentences, and editing words.</p>

TEACHING TIPS AND RESOURCES:

1. Using one or two of the students' first papers, help them identify the kinds of mistakes they typically make.
2. Provide mini-lessons on those typical errors as needed via software, websites, textbook exercises or handouts.
3. Group students according to the types of errors they make and have them peer review the papers.
4. Have students edit their own papers using a checklist or guide provided in a textbook or by the teacher. For example, see pages 242-245 in *Norton Field Guide to Writing with Readings and Handbook, 2nd ed.*
5. Use the *Longman Writer's* companion web site with editing strategies:
 - http://wps.ablongman.com/long_anson_lwc_3/24/6157/1576256.cw/index.html

STUDENT LEARNING OUTCOME 2

2.1 PRE-WRITE, DRAFT, REVISE, AND PROOFREAD TEXTS

2.1.6 PROOFREAD TO ENSURE ACCURACY OF FINAL PUBLISHED TEXTS

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
2.1.6.1	Proofread the text to ensure that all changes, revisions, and grammatical corrections have been completed.
2.1.6.2	Proofread the text to ensure that the first paragraph contains sufficient information to introduce the topic and gain the reader's attention.
2.1.6.3	Proofread the text to ensure that each paragraph contains a topic sentence.
2.1.6.4	Proofread the text to ensure that each paragraph contains supporting details.
2.1.6.5	Proofread the text to ensure that the last paragraph ties the paper together and makes a valid conclusion.
2.1.6.6	Proofread the text to ensure that all paragraphs are arranged in a logical sequence.
2.1.6.7	Proofread the text to ensure that the paper in its entirety reads smoothly and makes the intended point.

TEACHING TIPS:

1. Allow time between writing and proofreading so your composition will look new to you.
2. Read from a hard copy rather than a computer screen.
3. Use a ruler and slowly read your text line by line so you do not skip any words or sentences.
4. Read your text aloud or have someone else read it to you.
5. Read your paper sentence by sentence backwards to identify spelling errors and other mistakes.
6. Use a colored highlighter and mark your errors in the text as you proofread.
7. Keep a record of any mistakes that you commonly make.
8. Use a spell check and a grammar check with caution.
9. Use a good dictionary and a good handbook.
10. Make sure that you save your final copy.

TEACHING RESOURCES:

1. Purdue OWL <http://owl.english.purdue.edu>
2. The Writing Center <http://writingcenter.unc.edu>
3. Proofreading for Common Surface Errors <http://www.indiana.edu>
4. The Writer's Handbook <http://writing.wisc.edu>

STUDENT LEARNING OUTCOME 3

SPECIFIC OBJECTIVES:

Upon completion students will be able to:

3.1 EXPAND VOCABULARY BY USING VARIOUS METHODS.

- 3.1.1 Identify meaning of words in context, using
 - 3.1.1.1 Example clues
 - 3.1.1.2 Synonym clues
 - 3.1.1.3 Antonyms clues
 - 3.1.1.4 General context
- 3.1.2 Identify meaning of words by word parts according to
 - 3.1.2.1 Prefix meaning
 - 3.1.2.2 Root meaning
 - 3.1.2.3 Suffix meaning
- 3.1.3 Identify meaning of words using reference materials
- 3.1.4 Developing a system for learning and integrating vocabulary

STUDENT LEARNING OUTCOME 3

3.1 EXPAND VOCABULARY BY USING VARIOUS METHODS

3.1.1 IDENTIFY MEANING OF WORDS IN CONTEXT, USING

3.1.1.1 EXAMPLE CLUES

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
3.1.1.1.1	<p>Reading:</p> <ul style="list-style-type: none">• Select words in texts and write possible definition based on example clues.• Explain or justify the reasons for chosen definitions based on example clues. <p>Writing:</p> <ul style="list-style-type: none">• Use selected words defined in various texts in original sentences that show appropriate meaning and usage.

TEACHING TIPS:

Reading: Provide engaging paragraphs/sample texts and ask students to consider the underlined words (or choose their own words in the texts) and write the possible definitions of each of the selected words based on the context and explain the how they decided upon the meanings (see sample below).

The losing players on the team stared ahead in disbelief; a few had tears welling up in their eyes. Ignoring the shouts and commotion around them, they sat in shock. The obvious pain of their predicament showed on their faces. They all looked small, beaten and pathetic.

Writing: Ask students to use selected words in original sentences that show appropriate meaning and usage. Share the sentences and discuss meaning nuances.

Leaving work late at night, Sarah found herself in a predicament when her car would not start.

TEACHING RESOURCES:

Why Vocabulary Instruction Matters: Moore provides research confirming the important role that vocabulary plays in reading comprehension and in students' overall academic success.

http://www.ngsp.net/Portals/0/Downloads/HBNETDownloads/Edge_Mono_Moore2.pdf

Effective Vocabulary Instruction: Sedita supports core tenets of vocabulary instruction and the connection between vocabulary knowledge and reading comprehension.

<http://www.keystoliteracy.com/reading-comprehension/effective-vocabulary-instruction.pdf>

Robust Vocabulary Instruction: Moore outlines broad and deep vocabulary knowledge students must develop to achieve reading and academic success.

http://www.ngsp.net/Portals/0/Downloads/HBNETDownloads/SEB21_0410A.pdf

STUDENT LEARNING OUTCOME 3
3.1 EXPAND VOCABULARY BY USING VARIOUS METHODS

3.1.1 IDENTIFY MEANING OF WORDS IN CONTEXT, USING

3.1.1.2 SYNONYM CLUES

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
3.1.1.2.1	<p>Reading: Select several passages from a variety of texts that include synonym clues/signal words. Identify the target words, if not already indicated in the type, by marking them in the texts or retyping the paragraph/passage and italicizing/bolding the target words. Remove the synonym clues/signal words, leaving a blank space in the text. Be sure students have a list (usually provided in their course text) of synonym clues/signal words for reference. Have students complete the following and evaluate for accuracy:</p> <ul style="list-style-type: none">a. Read the passage in entirety, using active reading skills;b. Identify the word(s) to be defined and look these words up in a dictionary resource if student does not know the denotation of the word(s);c. Consider what signal words would be appropriate and fill in the blank space with them. <p>Writing: Have students reword a passage (or sentences in it) by exchanging the location of the synonym clue and the word(s). Evaluate for accuracy.</p> <p>Example:</p> <p>A roux is often the base for a creamy sauce. This flour-butter combination may appear simple in ingredients, but it is not simple in creation.</p> <p>A flour-butter combination is often the base for a creamy sauce. This mixture, known as a roux, may appear simple in ingredients, but it is not simple in creation.</p>

TEACHING TIPS AND RESOURCES:

1. Use passages from other course texts as well as ones from periodicals, essays, and your course text for students to explore and identify synonym clues. This effort can quickly lead to discussion on language usage and changes of same in disciplines and writing types.
2. Help students generate an on-going synonym comparison list and use it to discuss how meaning changes with word selection. Refer to the list throughout the semester as a means to help students see the impact on clarity and coherence in effective word choice.
3. Use a course text online resource (such as MyLab) to provide more practice with synonyms.

STUDENT LEARNING OUTCOME 3

3.1 EXPAND VOCABULARY BY USING VARIOUS METHODS

3.1.1 IDENTIFY MEANING OF WORDS IN CONTEXT, USING

3.1.1.3 ANTONYM CLUES

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
3.1.1.3.1	<p>Read sentences and paragraphs with unfamiliar words and use antonym clues in the surrounding sentences to determine meaning. Look for antonym(s) to help determine the meaning of the unfamiliar word. Then generate a list of two antonyms for the target words.</p> <p>Example using sentences:</p> <p>“Lindsey and Lisa are identical twins, but their attitudes toward money are very different; Lindsey is quite frivolous while Lisa saves every penny she earns.”</p> <p>Using the antonym clue, the word "frivolous" in the above sentence means:</p> <ul style="list-style-type: none"> a. spendthrift b. cheap c. frugal <p>Example using paragraphs:</p> <p>“Other Hmong have been thwarted by placing a higher value on group solidarity than on individual initiative. In San Diego, the manager of an electronics plant was so enthusiastic about one Hmong assembly worker that he tried to promote him to supervisor. The man quit, ashamed to accept a job that would place him above his Hmong coworkers.”</p> <ul style="list-style-type: none"> • In the above paragraph, given the event described, what does the word “solidarity” mean?

TEACHING TIPS:

- Provide students with sentences that use a specific vocabulary word. Then have students work together to craft a second sentence that provides clues to the meaning of the target word in the first. For example:
 - **Sentence 1 (teacher-provided):** Jessica’s decisions throughout her life were *capricious*.
 - **Sentence 2 (student-created):** Elaine, on the other hand, thought about every move before she acted. Even though she was Jessica’s sister, they behaved completely differently.

TEACHING RESOURCES

- http://www.edhelper.com/language/Context_Clues604.html
- <http://ms118.info/context%20clues%20unit-antonym.pdf>
- http://www.visualthesaurus.com/cm/lessons/1284/Antonym_Pairs.pdf

STUDENT LEARNING OUTCOME 3

3.1 EXPAND VOCABULARY BY USING VARIOUS METHODS

3.1.1 IDENTIFY MEANING OF WORDS IN CONTEXT, USING

3.1.1.4 GENERAL CONTEXT

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
3.1.1.4.1	<p>Read paragraphs with a few unfamiliar words and use the clues in the sentences before or after the unfamiliar words to determine the meaning of those words. The goal is to use the general sense of the passage to determine the meaning of an unknown word. This could be done in a multiple choice or short answer format.</p> <p>Example: Government is a labor-intensive enterprise. Public agencies provide services, enforce laws and regulations, and solve problems. All these activities require ¹human resources. How well government works depends fundamentally on the quality of public ²employees and on how completely their talents and energies are put to use. The essential tasks of public personnel ³management are to attract and identify ⁴competent people for governmental positions, to design work, and to provide a setting that encourages employees to work energetically, ⁵creatively, and ethically. When these tasks are done well, government works well. Failure to manage human resources effectively risks ⁶low productivity and a lack of accountability to the public.</p> <p>The scope and size of the public sector in the United States is a smaller proportion of the total economy and society than in other Western ⁷democracies. Nonetheless, public employees constitute a significant proportion of all employees. Seventeen percent of the national civilian ⁸labor force are government workers. Another 20 percent work for private or not-for-profit organizations under contracts with federal and local governments.</p> <p>—<i>Public Personnel Management and Public Policy</i>, 3rd. ed. by Dennis Dresang. (New York: Longman, 1999, p. 3).</p> <p>1. The government depends on human resources, that is a. machines b. people</p>

TEACHING TIPS:

1. Teach students to read the entire sentence and read the sentences before that sentence and the sentences that follow. The student will then have a general sense of the main idea of the paragraph. Once the student has an understanding of the main idea he/she can make an inference about the definition of the unknown word. Instructors should model this strategy with students, give them opportunities for independent practice, and then have them work individually on the concept.

TEACHING RESOURCES:

- <http://www.montgomerycollege.edu/~steuben/vocabularycontext.htm>
- <http://academic.cuesta.edu/acasupp/as/511.HTM>

STUDENT LEARNING OUTCOME 3

3.1 EXPAND VOCABULARY BY USING VARIOUS METHODS

3.1.2 IDENTIFY MEANING OF WORDS BY WORD PARTS ACCORDING TO

3.1.2.1 PREFIX MEANING

SAMPLE ASSESSMENTS:

Objective	Sample Assessment Question or Exercise
3.1.2.1.1	Examine a text and underline words that have prefixes. In the margin of the text, note what the words mean based on knowledge of prefixes. After annotating the text, look up the underlined words in the dictionary to confirm definitions.

TEACHING TIPS:

1. Familiarize students with some of the most common prefixes and have them do a dictionary search for words that begin with a particular prefix. For example, ask students to look up the word *transform*. Then have students note other entry words near this word that use the *trans-* prefix to determine how the prefix affects the meaning of a root or base word.
2. Have students write each prefix being studied on an index card. On a separate set of cards, students write the meanings of the prefixes. They shuffle the two piles separately and distribute the cards randomly so that each student has at least one prefix card and one definition card. The class goal is to match all prefix cards with their definition cards.
3. Have students develop a card file containing vocabulary cards for words that use common prefixes. For example, for the prefix *multi-*, students will create a vocabulary card for each word they encounter in reading that uses this prefix. On the vocabulary card, students will record the word, its pronunciation, its part of speech, its definition, and a sentence demonstrating the word's use in a sentence.

TEACHING RESOURCES:

- <http://penningtonpublishing.com/blog/reading/how-to-teach-prefixes-roots-and-suffixes/>
- <http://www.virtualsalt.com/roots.htm>

STUDENT LEARNING OUTCOME 3
3.1 EXPAND VOCABULARY BY USING VARIOUS METHODS

3.1.2 IDENTIFY MEANING OF WORDS BY WORD PARTS ACCORDING TO

3.1.2.2 ROOT MEANING

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
<i>3.1.2.2.1</i>	Identify the meaning of the following words using your knowledge of common roots: a. Bioethical b. Terrestrial c. Synchronize d. Pathological e. Desensitize
<i>3.1.2.2.2</i>	Use a word list and have students match the meanings or choose from a multiple choice listing of answers.
<i>3.1.2.2.3</i>	Using knowledge of word parts, determine the meaning of each boldfaced word in a selected paragraph. They may have a multiple choice assessment or writing assessment to create a brief definition for each word.

TEACHING TIP:

1. Introduce a list of the most common roots and ask students to give examples of words with these roots and give a brief meaning of the root form and usage in the word.

STUDENT LEARNING OUTCOME 3

3.1 EXPAND VOCABULARY BY USING VARIOUS METHODS

3.1.2 IDENTIFY MEANING OF WORDS BY WORD PARTS ACCORDING TO

3.1.2.2 SUFFIX MEANING

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
3.1.2.2.1	Help students understand that a suffix is a verbal element placed at the end of a word to change its word class and meaning.
3.1.2.2.2	Identify suffixes by underlining suffixes in words.
3.1.2.2.3	Identify words containing suffixes and define the words using the meaning of the suffix.

TEACHING TIP:

1. Students will make a chart containing common suffixes and their meanings, along with an example like below.

SUFFIX	MEANING	EXAMPLE
-ist	one who or that which	A <u>terrorist</u> is one who inflicts terror on others.
-able, -ible	capable of	If something is <u>legible</u> , it is able to be read.

Examples:

Students will complete the words in the boxes by adding a suffix:

Bottled water is _____ but tap water is not.

Answer: drinkable

Explanation: This is a word with a suffix of meaning. It means the water can be drunk by people.

All the assignments are due soon and it is difficult to _____ them.

Answer: prioritize (American English)

Explanation: This is a word with a suffix of meaning. It means to go through a process of giving something a priority

(Adapted from <http://www2.elc.polyu.edu.hk/CILL/default4.htm>)

STUDENT LEARNING OUTCOME 3

3.1 EXPAND VOCABULARY BY USING VARIOUS METHODS

3.1.3 IDENTIFY MEANING OF WORDS USING REFERENCE MATERIALS

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
3.1.3.1	<p>Reading:</p> <p>Find and select words in texts and use various reference materials to derive appropriate and understandable meanings.</p> <p>Choose appropriate reference materials to identify word meanings.</p> <p>Writing:</p> <p>Write usable definitions of selected vocabulary words and use those words in a writing sample.</p>

TEACHING TIPS AND RESOURCES

Reading:

Provide students with vocabulary rich materials (printed texts or other formats) and ask them to find words they do not know but would like to know or need to know and use appropriately in writing. Avoid technical words. Students should copy the sentence and write a usable definition (see sample below).

*A walk through any airport in the world reveals a common item travelers have accepted as required equipment: the rolling suitcase. Assorted shapes, sizes, color and techno-handles often indicate a designer brand or particular use, but clearly we are surrounded by these rolling bags. These rolling cases are **ubiquitous**, and we must conclude that it's the only way to travel today. No one is carrying bags anymore.*

ubiquitous: adjective

Dictionary definition: existing everywhere; present everywhere at once or seeming to be (Encarta Dictionary)

Writing:

Ask students to use the words appropriately in original sentences (see sample below).

Original sentence:

The stadium director told the security staff to keep a ubiquitous presence during the concert.

Butte College provides an overview of the usefulness of a good college dictionary:

- <http://www.butte.edu/cas/tipsheets/research/dictionary.html>

Provides a comprehensive overview of dictionary use and useful links/tutorials:

- <http://library.thinkquest.org/5585/dictionary.htm>

STUDENT LEARNING OUTCOME 3

3.1 EXPAND VOCABULARY BY USING VARIOUS METHODS

3.1.4 DEVELOPING A SYSTEM FOR LEARNING AND INTEGRATING VOCABULARY

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
3.1.4.1	<p>Provide an assessment path in which students identify, interact, and integrate vocabulary:</p> <ol style="list-style-type: none"> a. Use active reading skills to identify “new” vocabulary in a text (an article, essay, text section). b. Transfer these words to a study skills system (list, note cards, or active notebook—whichever one instructor feels is the best mode for the class) in which the words’ connotations in the reading and denotations of same are identified. Note cards could include a flashcard system of choice; introduction to concept maps/graphic organizers will also encourage visual connection to new vocabulary. c. Draw from the “new” words gleaned from active reading and explored through study skills system(s) to create responses and summaries for the articles/texts used. Use this section to also have students work in small groups, sharing their finds with each other and creating a group response/summary. <p>Review/evaluation of this work by instructor should include scheduled submissions to check for accurate and complete active reading, utilization of study skills system, and appropriate usage in responses/summaries. Each of these areas can be used as an assessment, with expectations for completion and accuracy given in a rubric at the beginning of the semester. The instructor should provide feedback on how the student has integrated identification, study, and usage of the new vocabulary overall as well. This work can then provide 3 distinct areas for assessment as well as an overall “project” assessment. Grade as established by course syllabus/guidelines.</p>

TEACHING TIPS:

1. Model this system in class with different reading assignments and have students discuss and compare their “system” with others in group settings. After modeling, open selection of readings to students to encourage participation.
2. Be consistent with checking these assignments and giving feedback to help students see that this work is not just “busy work” but has a clear impact on their learning/reading/writing skills.
3. Resources include various articles on topics of interest, readings in course texts, or readings students or instructor selects. Try to incorporate current issues as well as topic areas of student interest.
4. Encourage active reading participation through interaction such as underlining key phrases, comment-note taking in the margin, annotating to signal response, keeping a reading-reaction journal, and highlighting.
5. Encourage students to subscribe to a free service such as Wordsmith.org that sends daily “new” words to their email. Have a “wordsmith” moment in class to see what’s up for that particular day.

STUDENT LEARNING OUTCOME 4

SPECIFIC OBJECTIVES:

Upon completion students will be able to:

4.1 DEMONSTRATE COMPREHENSION BY IDENTIFYING RHETORICAL STRATEGIES AND APPLYING THEM TO COLLEGE-LEVEL TEXTS.

- 4.1.1 Analyze organizational patterns
- 4.1.2 Annotate
- 4.1.3 Paraphrase
- 4.1.4 Summarize
- 4.1.5 Reflect
- 4.1.6 Respond

STUDENT LEARNING OUTCOME 4

4.1 DEMONSTRATE COMPREHENSION BY IDENTIFYING RHETORICAL STRATEGIES AND APPLYING THEM TO COLLEGE-LEVEL TEXTS

4.1.1 ORGANIZATIONAL PATTERNS

4.1.1.1 CHRONOLOGY AND NARRATIVE

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
4.1.1.1.1	Write a paragraph and/or an essay which use clues and structures common to a chronological narrative (transitional phrases like “first,” “next,” “then,” “finally.”).

TEACHING TIPS:

1. **Reverse outlines:** Students will read a paragraph or essay that uses chronological/narrative organizational patterns and perform a reverse outline of it (outlining from the finished product, not the plan) in order to see the sequence and transitions between sections. This helps them to discover the “skeleton” of a paragraph or essay
2. **Music:** In class, listen to a song that tells a story (in the past I’ve used “Jeremy,” “The Hurricane,” and “Richard Cory”). Have students break the song into discrete chunks based on the sequence of events in the story. What clues does the singer use to demonstrate the progression of events in the song?
3. **Transition phrases:** The analogy of turn signals can be helpful: like turn signals, transition words & phrases indicate the direction that the paper will be taking. And just like turn signals, readers notice when they are used badly or not at all—but when they’re used correctly, readers don’t even notice.

TEACHING RESOURCES:

- Purdue University OWL on narrative writing (student target audience):
<http://owl.english.purdue.edu/owl/resource/685/04/>
- Resources for teaching narrative writing to ESL students (faculty target audience)
<http://www.eslflow.com/narrativeessay.html>

STUDENT LEARNING OUTCOME 4

4.1 DEMONSTRATE COMPREHENSION BY IDENTIFYING RHETORICAL STRATEGIES AND APPLYING THEM TO COLLEGE-LEVEL TEXTS

4.1.1 ORGANIZATIONAL PATTERNS

4.1.1.2 PROCESS

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
4.1.1.2.1	<p>Recognize the type of organization in a process paragraph while reading and write a process paragraph. In a process paragraph, the goal is to write about how to accomplish a task, how something functions in a concrete way, or the inner workings of a process. The paragraph should show how each step influences the next step in a process. Transitions are important and they should denote that there is a specific order to make the end result.</p> <p>Write a process paragraph that clearly expresses the steps in a process in a way that a reader can understand.</p>

TEACHING TIPS:

1. In reading, students look for transition words such as first, second, next, then, finally, or last to denote the time order inherent in the paragraph. Students will be taught to recognize the transition words being used to help them comprehend the main idea of the paragraph. The transition words often denote the major supporting details of the paragraph. The student will be able to understand the order of the major details and the main idea of the paragraph.
2. In writing, the students will focus on the use of transition words. Transition words are important in writing a process paragraph. They allow the reader to better understand the message of the writer. Students will start with a group paper on a very common process, such as how to feed a dog, bake a cake, or wash a car. The instructor will model and use a template to show students how they can write a process paragraph. Then students can work on an example with a partner or small group before writing independently.

STUDENT LEARNING OUTCOME 4

4.1 DEMONSTRATE COMPREHENSION BY IDENTIFYING RHETORICAL STRATEGIES AND APPLYING THEM TO COLLEGE-LEVEL TEXTS

4.1.1 ORGANIZATIONAL PATTERNS

4.1.1.3 SPATIAL AND DESCRIPTIVE

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
4.1.1.3.1	After reading and examining texts for the use of common transitions that signal space, write a descriptive paragraph or essay that incorporates sensory details and space signals.

TEACHING TIPS:

1. Help students develop a list of common transitions that signal space: *next to, in front, behind, in back, on the right, to the left, below, above, behind, nearby, over, under.*
2. Have students practice developing sensory details to describe an object, place, or person.
3. Use pictures to give students practice in describing what they see using space signals and/or sensory details.
4. Transition from pictures to descriptive texts having students examine how space signals and sensory details in writing create pictures in their minds as they read.
5. Read a descriptive passage aloud to students and have them draw what they “see” in the writer’s text. Have students compare their pictures as they discuss how the writer’s use of space signals and sensory details created a picture for them.
6. Discuss how both readers and writers use space signals and sensory details to create pictures.
7. Examine texts that incorporate sensory details and/or spatial organization.
8. Examine texts that “tell” and convert them into texts that “show” using sensory details and/or spatial organization.
9. Locate the dominant impression, implied or stated, in texts.
10. Help students write dominant impressions and determine what sensory details and space signals would be appropriate to support the dominant impressions.
11. Use graphic organizers to help students plan a descriptive paragraph or essay.
12. Ask students to picture themselves walking into an unfamiliar room. From examining the room and its contents carefully, they are able to make a statement about the room’s inhabitant. They might begin the paragraph by writing “From the moment I entered the room, I knew that a _____ lived here.” Using spatial and sensory details, students describe the room using what they observed to support the dominant impression. (Adapted from Langan, John. *Exploring Writing: Sentences and Paragraphs*, 2nd ed. NY: McGraw-Hill, 2010.)

TEACHING RESOURCE:

- The following web site provides a discussion of simultaneous and spatial ordering:
<http://www.cdl.org/resource-library/articles/organization.php>

STUDENT LEARNING OUTCOME 4

4.1 DEMONSTRATE COMPREHENSION BY IDENTIFYING RHETORICAL STRATEGIES AND APPLYING THEM TO COLLEGE-LEVEL TEXTS

4.1.1 ORGANIZATIONAL PATTERNS

4.1.1.4 COMPARE/CONTRAST

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
4.1.1.4.1	Identify the comparison/contrast pattern from a list of topic sentences.
4.1.1.4.2	Identify and write the signal words that indicate a comparison/contrast pattern in text. These words include: similar, like, contrast, differ, unlike, etc.
4.1.1.4.3	Create a chart that distinguishes between the similarities and differences of two topics.
4.1.1.4.4	Answer comprehension questions on comparison/contrast that identify the topics for comparison, the signal words used, and the similarities and/or differences of the topics.

(Adapted from McWhorter, Kathleen. *Academic Reading*. Pearson/Longman. 2010. Print.)

TEACHING TIPS:

1. The lesson begins with asking students to identify some similarities and differences between everyday subjects such as attending high school and attending college, comparing the seasons of spring and fall, two holidays, etc. Write the students' responses on the blackboard. Next, provide a definition of the comparison and contrast pattern and a list of some key words often used by authors to develop this type of relationship. Create the two patterns of organization (part-by-part and subject-by-subject) using the responses on the board. Discuss these two methods of organization for the comparison. Next, provide sample paragraphs and longer text as examples and for expanded discussion of the elements of the comparison pattern. Once students are competent in identifying the pattern in reading, assign students a writing activity to create a paragraph/essay in the comparison and contrast pattern.
2. Read each of the following opening sentences from a textbook reading assignment and identify those that will be developing the comparison and/ or contrast pattern.
 - a. When considering the relationship of Congress and the president, the basic differences of the two branches must be kept in mind.
 - b. Several statistical procedures are used to track the changes in the divorce rate.
 - c. One of the most significant benefits of family therapy is the strengthening of the family unit.
 - d. The small group develops much the same way that a conversation develops.

TEACHING RESOURCE:

- <http://writingcenter.unc.edu/resources/handouts-demos/specific-writing-assignments/comparing-and-contrasting>

STUDENT LEARNING OUTCOME 4

4.1 DEMONSTRATE COMPREHENSION BY IDENTIFYING RHETORICAL STRATEGIES AND APPLYING THEM TO COLLEGE-LEVEL TEXTS

4.1.1 ORGANIZATIONAL PATTERNS

4.1.1.5 CAUSE AND EFFECT

SAMPLE ASSESSMENTS:

Objective	Sample Assessment Question or Exercise										
4.1.1.5.1	Write the signal words that indicate a cause and effect in text. These words include, for example: <i>for this reason, because, consequently, thus, therefore, hence, made, on that account, since.</i>										
4.1.1.5.2	Read paragraphs/selections and underline the signal words that indicate cause and effect.										
4.1.1.5.3	Draw a T-chart in their notes like the one shown below and use the complete the T-chart when reading paragraphs/selections to show the relationship of the cause and effect. <table border="1" data-bbox="402 716 1406 940"><thead><tr><th>CAUSE</th><th>EFFECT</th></tr></thead><tbody><tr><td>Why did it happen?</td><td>What happened?</td></tr><tr><td>a.</td><td>a.</td></tr><tr><td>b.</td><td>b.</td></tr><tr><td>c.</td><td>c.</td></tr></tbody></table>	CAUSE	EFFECT	Why did it happen?	What happened?	a.	a.	b.	b.	c.	c.
CAUSE	EFFECT										
Why did it happen?	What happened?										
a.	a.										
b.	b.										
c.	c.										
4.1.1.5.4	Answer comprehension questions on cause and effect using the information in their charts.										

TEACHING TIPS:

1. Students will work in pairs, taking turns reading short selections or paragraphs from their textbook and will decide which words that signal cause and effect. Each pair will compare their results with another pair from the class.
2. The teacher will provide large T-charts on the white board or on large sticky paper for each small group (2-3 students). Students will read selections paragraph by paragraph and fill in the chart with information indicating cause and effect. One color marker will be provided for the cause information and another color will be provided for the effect information.

STUDENT LEARNING OUTCOME 4

4.1 DEMONSTRATE COMPREHENSION BY IDENTIFYING RHETORICAL STRATEGIES AND APPLYING THEM TO COLLEGE-LEVEL TEXTS

4.1.1 ORGANIZATIONAL PATTERNS

4.1.1.6 EXEMPLIFICATION

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
4.1.1.6.1	<p><u>Reading:</u></p> <p>Identify and explain sentences/segments in various texts that exemplify an idea with an anecdote, extended example or personal experience.</p> <p><u>Writing:</u></p> <p>Write original examples, anecdotes and personal experiences that exemplify ideas.</p>

TEACHING TIPS AND RESOURCES:

Reading:

Provide sample exemplification scenarios and ask students to identify, label and explain how the sentences / segments that exemplify an idea with an anecdote, extended example or personal experience. **See the following sample:**

Students must take opportunities to expand and refine their skills in order to become well-rounded people. Students should make an effort to be innovative. It is the responsibility of students to go above and beyond the basics. A freshman in college, Dillon shows up at school and actively participates in his classes. He often answers questions and asks for clarification; he thinks critically about what he reads and makes connections. When he gets home, he does assigned homework and works diligently to complete projects beyond regular textbook assignments. Dillon's chances for success are increased by his effort.

Writing:

Provide sample lead sentences, and ask students to write original examples, anecdotes or personal experiences that exemplify the idea. **See samples below:**

- a. *Since the discovery of Penicillin, antibiotics have been considered miracle drugs.*
- b. *When some people think of a retirement home, they often picture an unpleasant place.*
- c. *Shopping at the local mall can be overwhelming.*

Free online, full-length college writing textbook and professional resource--a complete and practical writing textbook: <http://www.tc.umn.edu/~jewel001/CollegeWriting/home.htm>

STUDENT LEARNING OUTCOME 4

4.1 DEMONSTRATE COMPREHENSION BY IDENTIFYING RHETORICAL STRATEGIES AND APPLYING THEM TO COLLEGE-LEVEL TEXTS

4.1.1 ORGANIZATIONAL PATTERNS

4.1.1.7 DEFINITION

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
4.1.1.7.1	<p><u>Reading:</u></p> <p>Provide paragraph examples of Definition from various sources and have students, in small groups, select which paragraph best demonstrates the key elements of Definition.</p> <p>Ask students to identify what aspects (examples, transitional words/phrasing, formal definition, etc...) create that “best” quality in their selection.</p> <p>Provide a response sheet for each student to complete, identifying these aspects. Include a comment section in which each student can “defend” why the paragraph chosen was the best one. Evaluate for accuracy.</p> <p><u>Writing:</u></p> <p>Have students select a familiar term and define their understanding of that term by comparing its formal definition with their experiential knowledge of the term. Include a circular (Venn) diagram to demonstrate visually where these aspects overlap. Evaluate for accuracy.</p>

TEACHING TIPS AND RESOURCES:

1. Be an “eavesdropper” during small group discussion, and walk around the room with a class roster
2. chart to note participation and specifics being related to definition strategies. Have groups report, with each person in the group expressing their connection to the group decision. Response levels can be noted on the roster as well to provide an immediate assessment of participation and understanding.
3. Ask students for suggestions of topics to define, and select readings to correspond.
4. Use Dictionary.com and/or similar websites in class, alongside hardcopy dictionaries, to show variances and similarities in “formal” definitions.

STUDENT LEARNING OUTCOME 4

4.1 DEMONSTRATE COMPREHENSION BY IDENTIFYING RHETORICAL STRATEGIES AND APPLYING THEM TO COLLEGE-LEVEL TEXTS

4.1.1 ORGANIZATIONAL PATTERNS

4.1.1.8 ARGUMENTATIVE/PERSUASIVE

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
4.1.1.8.1	Write a paragraph or essay analyzing a sample argument for elements like claims; appeals to ethos, logos, and pathos; use of various types of evidence, etc.
4.1.1.8.2	Locate a published editorial or op-ed on a controversial issue and describe how its word use creates an emotional response.
4.1.1.8.3	Write an argument essay that takes a specific stance on an issue, uses evidence to support the argument, and addresses an opposing perspective.

TEACHING TIPS:

1. Advertisements: Students will analyze advertisements as mini-arguments, identifying the problem (aging, for example); the solution (purchasing an \$80 wrinkle cream); and the evidence in favor of the solution (“95% of dermatologists surveyed say it is the best!”).
2. Understanding language that indicates an argument or persuasion: instruct students to recognize terms like “must” and “should,” as well as evaluative terms like “ideal,” “better,” and “best” to uncover a writer’s argument.
3. Reverse outlines: As a class or in small groups, have students outline a paper that is already written (could be a sample student paper or a professional work) to uncover the structure of the argument. In what order does the writer present the claim, evidence, answer to opposing views, etc.?
4. Cut-up papers: In preparation, the instructor will take an argument essay (professional or student) and cut it up so that each paragraph is on its own small piece of paper and out of order. The instructor should do this with several papers so that students can work in small groups to rebuild the essay. Have students reconstruct the essay. When each section is taken out of context, students have to pay much more attention to how the writer frames the introduction, the transitions (which indicate the order of points and likely refer to future or previous ones), the conclusion, the evidence, etc.

TEACHING RESOURCES:

- Dartmouth Writing Program (faculty target audience):
<http://www.dartmouth.edu/~writing/materials/faculty/pedagogies/argument.shtml>
- University of Michigan Writing Project (faculty target audience):
<http://sitemaker.umich.edu/argument/home>
- Purdue University OWL: (student target audience)
<http://owl.english.purdue.edu/owl/resource/724/01/>

STUDENT LEARNING OUTCOME 4

4.1 DEMONSTRATE COMPREHENSION BY IDENTIFYING RHETORICAL STRATEGIES AND APPLYING THEM TO COLLEGE-LEVEL TEXTS

4.1.1 ORGANIZATIONAL PATTERNS

4.1.1.9 CLASSIFICATION/DIVISION

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
4.1.1.9.1	After reading and examining texts that demonstrate classification, write a classification paragraph or essay.
4.1.1.9.2	Read texts that are organized by classification and outline the texts.
4.1.1.9.3	After reading and examining texts that demonstrate division, write a division paragraph or essay.
4.1.1.9.4	Read texts that are organized by division and outline the texts.

TEACHING TIPS:

1. Help students understand the difference between classification (sorting a number of things into categories) and division (breaking one thing into parts).
2. Have students examine the layout of a grocery store or department store to determine how the store uses both classification and division in organizing products.
3. Students may practice the classification and division process by classifying classmates according to their chosen program of study. Then they will examine the college catalog (in print or online)
4. Have each student identify the program of study he or she has chosen to pursue. Help students classify their classmates according to their program of study. Then, guide students to use the college catalog (in print or online) to examine each program of study named in their previous discussion and identify the divisions within each program.
5. Examine tables and charts that exemplify the strategies of classification and division.
6. Provide graphic organizers to assist students in determining if a text is organized by classification and division.
7. Transition from graphic organizers to outlines to prepare students for outlining texts and generating outlines for their own paragraphs or essays.

TEACHING RESOURCES:

- A number of websites provide examples of the classification and division strategies.
<http://www.filmratings.com>
<http://www.amazon.com>
<http://www.apple.com/itunes/store/>
<http://sln.fi.edu/tfi/units/life/classify/classify.html>

STUDENT LEARNING OUTCOME 4

4.1 DEMONSTRATE COMPREHENSION BY IDENTIFYING RHETORICAL STRATEGIES AND APPLYING THEM TO COLLEGE-LEVEL TEXTS

4.1.2 ANNOTATE

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
4.1.2.1	Write a comment, a question, or a brief summary on a section of text given to them. Students can also highlight or underline parts of the text that are important. Students might look for quotes that are important to understanding the meaning of the text. This could be an informal assessment or part of a formal assessment that leads to a summary of the text. The goal would be to look for what a student is thinking while reading the text. Are they asking themselves questions or making connections to the text? Are they selecting the most important information from the text? Are students comprehending the material through the process of annotation?

TEACHING TIP:

Students need to see the process. The instructor should model the process of annotation and talk students through an example together. This can be from the textbook or an article. Everyone should have a copy of the same article and then the instructor should discuss what he or she would mark in the passage. The instructor should read section of the passage aloud and discuss why certain sentences are meaningful and need to be annotated. After the instructor models the process, students should practice in small groups with instructor support. After the students have practiced together, they should practice individually.

TEACHING RESOURCES:

- <http://faculty.bucks.edu/specpop/annotate.htm>
- http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/197454.html

STUDENT LEARNING OUTCOME 4

4.1 DEMONSTRATE COMPREHENSION BY IDENTIFYING RHETORICAL STRATEGIES AND APPLYING THEM TO COLLEGE-LEVEL TEXTS

4.1.3 PARAPHRASE

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
4.1.3.1	Read texts of varying complexity and write paraphrases of the texts.
4.1.3.2	Recognize the difference between appropriately paraphrased information and plagiarized information.
4.1.3.3	Include appropriate source information for paraphrased information.

TEACHING TIPS:

1. Define paraphrase.
2. Provide examples of original texts and correctly written paraphrases of those texts.
3. Examine and demonstrate some of the pitfalls that students may encounter when trying to paraphrase, such as:
 - a. merely changing some of a writer's words
 - b. simply reversing the order of clauses in a writer's sentence
 - c. merely replacing a writer's words with synonyms
 - d. changing the author's ideas by adding to or deleting from the author's original meaning
 - e. failing to provide source information
4. Have students read a short text. Provide two paraphrases of the text—one that is correctly paraphrased and one that is plagiarized. Guide students in comparing the paraphrases to the original passage noting length, content (ideas), vocabulary, style (sentence structure), and source information to identify which paraphrased version is correct and which is plagiarized.
5. Explain the importance of citing the sources of paraphrased information.
6. Demonstrate MLA citation format.
7. Provide or help students locate source information for the texts they are paraphrasing. Guide students in writing MLA citations for sources they are paraphrasing.
8. Give students multiple opportunities to practice paraphrasing texts of varying lengths and levels of reading difficulty.

TEACHING RESOURCES:

- The Purdue Online Writing Lab provides good information and examples for instructors and students: <http://owl.english.purdue.edu/owl/section/2/>.
- Indiana University provides useful information about plagiarism: <http://www.indiana.edu/~istd/definition.html>.

STUDENT LEARNING OUTCOME 4

4.1 DEMONSTRATE COMPREHENSION BY IDENTIFYING RHETORICAL STRATEGIES AND APPLYING THEM TO COLLEGE-LEVEL TEXTS

4.1.4 SUMMARIZE

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
4.1.4.1	Read a text and identify the topic.
4.1.4.2	Read a text and identify the main idea(s).
4.1.4.3	Read a text and identify the major and minor details.
4.1.4.4	Read a text and annotate and paraphrase the selection.

TEACHING TIPS:

1. Ask the students to orally summarize what they did on the weekend, what their job responsibilities are, what movie they recently attended and the summary of the story, or some other topic relevant to their life. Introduce the concept of summary and define and give the reasons for using summary in daily life and in the academic setting. Identify the steps and strategies for writing an effective summary. Provide several oral activities where a student may partner with another student and one person will tell a story or event that happened in his/her life. Ask the student listening to the story to summarize the event orally or in writing after then telling. Reverse the procedure. Provide some sample paragraphs and correct summaries and discuss the content and organization of the summary. Give additional practice in summarizing using paragraphs and longer text.
2. In an alternative activity, the student could be asked to read the selection and choose the correct summary from a choice of three or four possibilities.
3. Teach students how to correctly use direct and indirect quotations in their summaries.

TEACHING RESOURCES:

- <http://users.drew.edu/~sjamieso/summary.html>

STUDENT LEARNING OUTCOME 4

4.1 DEMONSTRATE COMPREHENSION BY IDENTIFYING RHETORICAL STRATEGIES AND APPLYING THEM TO COLLEGE-LEVEL TEXTS

4.1.5 REFLECT

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
4.1.5.1	Reflect on the content of reading selections by making new learning relevant to themselves and by connecting to the content on a personal level.
4.1.5.2	Answer questions such as <ul style="list-style-type: none"> • How does this relate to me? • How can I apply the information to other situations? • What else do I want to know as a result of what I have read?

TEACHING TIPS:

- After students have completed a reading selection and responded in discussions about content, main ideas (stated or implied) and supporting ideas (major and minor), have students reflect individually on the questions in 4.1.5.2 above.

Example: Liberty University has recently decided to allow students to carry concealed weapons on campus if those students have a concealed weapon permit. Other universities, such as Virginia Tech, are openly opposed to weapons on campus. Assign the reading of an essay or article that addresses the issue of weapons on college/university campuses. Following the reading, have students answer these questions:

- *How does student possession of weapons on my college campus relate to me?*
- *How do concealed weapons permits affect my life, my neighborhood, my community, the society in which I live?*
- *How will guns on college campuses affect students and college life? Make a list of three positive effects and three negative effects.*
- *Would I support a student's right to carry a concealed weapon on my college campus? Why or why not?*
- *How would I respond if my college decided to allow concealed weapons on campus?*

- Often a journal is a good tool for reflective writing.
- Students may also do reflective thinking and writing by using a connection chart (graphic organizer), such as the one below.

<i>What the text said</i>	<i>Text-to-Self Connection</i>	<i>Text-to-Text Connection</i>	<i>Text-to-World Connection</i>
	(How does this relate to me?)	(What else have I read that I can connect with this new text I have just read?)	(How can I apply the information I have read to other situations?)

- After students have reflected individually, have them discuss their reflections in pairs or small groups to gain a broader perspective of the new learning they have experienced through their reading.

TEACHING RESOURCES:

- The University of Toronto offers some insight on helping students reflect on what they have read. www.writing.utoronto.ca/advice/reading-and-researching/critical-reading
- This site offers a variety of information that can be adapted for guiding students to reflect on what they are reading. <http://www.studygs.net/shared/reading.htm>

STUDENT LEARNING OUTCOME 4

4.1 DEMONSTRATE COMPREHENSION BY IDENTIFYING RHETORICAL STRATEGIES AND APPLYING THEM TO COLLEGE-LEVEL TEXTS

4.1.6 RESPOND

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
4.1.5.1	Read texts of various lengths, ranging from paragraphs to essays and write thoughts about the text.
4.1.5.2	Analyze the discussion questions at the end of a content-area in a textbook; identify the purpose of the questions and the qualities of an effective response.

TEACHING TIPS:

1. Provide students with a sample abstract of an article showing the writer's summary and opinion.
2. Help students realize that in order to write a really good response paper, they need to keep in mind the following:
 - When reading, take notes. Highlighting is NOT a good way to take notes. Instead, write, on a separate piece of paper, paraphrases of the author's key arguments as well as your own thoughts about the reading. These notes will not only help write good responses, but will *really* help with the final exam. (Trust me on this one.)
 - Don't waste space summarizing the author's arguments. It is very important to demonstrate that you understand what the author is trying to communicate, but you can do this very briefly. The most important part of a response paper is your *response*—that is, what did *you* think of these readings? What did you find interesting, wrong-headed, surprising, or thought-provoking about the readings?
 - Be specific. Here's a bad sentence: "One of the authors thinks that the meaning of technology is socially constructed." Here's a good sentence: "Donald MacKenzie argues that people have different ideas about what is valuable about particular technologies like supercomputers."
 - Feel free to include personal experiences, but only if they are relevant to the readings. You might have had a wonderful time on your trip to New Zealand over winter break, but if you cannot connect that experience to the coursework in a meaningful way, it doesn't belong in your response paper. If it does, though, go for it!
 - Ask questions, even if you don't know the answers! Something in the readings that does not make sense to you may not make sense to anyone else either. If you put the question in your response, we can have a good discussion about it in class.
 - Be creative! This may be the only class you have this semester where you get the chance to think about things you've never thought about before. Let your mind stretch and writing will be easy and fun for you.

STUDENT LEARNING OUTCOME 5

SPECIFIC OBJECTIVES:

Upon completion students will be able to:

5.1 ANALYZE COLLEGE-LEVEL TEXTS FOR STATED OR IMPLIED MAIN IDEA AND MAJOR AND MINOR SUPPORTING DETAILS.

- 5.1.1 Identify the topic
- 5.1.2 Identify the main idea
- 5.1.3 Identify the major details
- 5.1.4 Identify the minor details

STUDENT LEARNING OUTCOME 5

5.1 ANALYZE COLLEGE-LEVEL TEXTS FOR STATED OR IMPLIED MAIN IDEA AND MAJOR AND MINOR SUPPORTING DETAILS

5.1.1 IDENTIFY TOPIC

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
5.1.1.1	After reading a text, answer the question, “What is this text about?” with a noun phrase.
5.1.1.2	Identify the topic of a text by highlighting the most frequently repeated idea (noun or noun phrase).

TEACHING TIPS:

1. Teaching students to identify topics (and main ideas) pairs nicely with teaching students the difference between noun phrases and clauses. Take the opportunity to stress the importance of verbs in writing and reading; vivid action words engage the reader.
2. When students highlight the most frequently repeated idea in a text, help them identify synonyms. Stress the importance of using synonyms for variety.
3. While students learn to identify topics, also teach them to identify appropriately narrowed topics for the texts. Discuss how a topic could be narrowed further for a shorter text or broadened for a longer text. Ensure that students can identify appropriate topics for their own writing assignments.

TEACHING RESOURCES:

Online practice identifying topics:

- <http://bcs.bedfordstmartins.com/exercisecentral/SearchResults.aspx?task=search&CourseID=9&SearchText=topic sentence&isTextSearch=0> (Students will need to create a free account)
- <http://www.townsendpress.net/home.php> (The textbooks under “Reading Books” all have sections on identifying topic and main idea)
- <http://www.wisc-online.com/objects/ViewObject.aspx?ID=RDG708> (This page contains an interactive presentation.)

STUDENT LEARNING OUTCOME 5

5.1 ANALYZE COLLEGE-LEVEL TEXTS FOR STATED OR IMPLIED MAIN IDEA AND MAJOR AND MINOR SUPPORTING DETAILS

5.1.2 IDENTIFY THE MAIN IDEA

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
5.1.2.1	Choose paragraphs or brief multi-paragraph selections from a variety of sources and have students identify stated main ideas or state implied main ideas.
5.1.2.2	Choose a current political cartoon. Have the students write out the cartoon's implied main idea in a single sentence. It is also helpful to have the students list the supporting components that they can identify from the drawing. This is also an excellent tool for teaching inference and cultural literacy.

TEACHING TIPS:

1. Academic texts that students will use in subsequent classes are excellent sources for sample material from which students can identify stated or implied main ideas.
2. One of the biggest problems that developmental readers encounter is the propensity to skip over any material that they do not immediately understand. To encourage students to stop and use contextual clues or some other resource, identify any vocabulary or potentially problematic word combinations. Have those words or phrases available for a quick quiz immediately following the reading. (This is a repetition, but it is an important habit to emphasize.)

STUDENT LEARNING OUTCOME 5

5.1 ANALYZE COLLEGE-LEVEL TEXTS FOR STATED OR IMPLIED MAIN IDEA AND MAJOR AND MINOR SUPPORTING DETAILS

5.1.3 IDENTIFY THE MAJOR DETAILS

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
1.1.3.1	Read varied college level texts to identify the main idea/implicit main idea and the major supporting details of a paragraph or essay.
1.1.3.2	List transitional words or phrases that show the relationship between the main idea and the major supporting details.
1.1.3.3	Write a paragraph or essay using major supporting details to support a thesis statement.

TEACHING TIPS:

1. Mapping is a good visual technique to help students see the relationship between the main idea and major supporting details. This can then be carried further as they map the minor supporting details and transitional words and phrases that show the relationship between the main idea and major supporting. This visual representation will also help the students see how the major details can help them determine the implied main idea. First they find the supporting details and then determine the implied main idea based on the details and relationships of those details.
2. Students need many reading selections from various college-level texts to practice identifying main idea/implicit main idea and major supporting details. Resources below have numerous exercises.
3. Students should construct a paragraph or essay with a topic sentence or thesis and supporting details. This integration helps students see main idea and supporting details from both a reader's and a writer's perspective and gives the students the needed practice in recognizing the supporting details and their purpose.

TEACHING RESOURCES:

- www.townsendpress.net (Townsend Press Online Learning Center Exercises)
- <http://www.mccd.edu/faculty/pirov/Eng11aOnline/Major%20and%20Minor%20Details.pdf>
- http://cia.indiana.edu/files/ITRI_5_TM-MISD.pdf
- http://wps.ablongman.com/long_henry_er_1/17/4414/1130236.cw/index.html
- http://wps.ablongman.com/long_mcwhorter_ersonline_1/0%2C2257%2C70178-%2C00.html

STUDENT LEARNING OUTCOME 5

5.1 ANALYZE COLLEGE-LEVEL TEXTS FOR STATED OR IMPLIED MAIN IDEA AND MAJOR AND MINOR SUPPORTING DETAILS

5.1.4 IDENTIFY THE MINOR DETAILS

SAMPLE ASSESSMENT:

<i>Objective</i>	Sample Assessment Question or Exercise
5.1.4.1	Identify minor details in sample paragraphs as examples and/or illustrations of the major supporting details.
5.1.4.2	Create paragraphs in which minor details immediately follow and support the major details.
5.1.4.3	Analyze text by outlining, mapping or summarizing the relationships between main ideas and major/minor supporting details.
5.1.4.4	Using well-written paragraphs, examine the locations of main idea and major/minor supporting details.

TEACHING TIPS:

1. Effectively highlight text by locating the main idea and major/minor supporting details.
2. Create paragraphs immediately after analyzing and identifying main idea and major/minor supporting details in text.
3. Examine the Cornell note taking format as a model of the application of main idea and major/minor supporting details to manage information.
4. Discuss the role of minor details as a strategy for providing examples/support in essay and short answer essay test questions.

TEACHING RESOURCE:

- Townsend Press Online Learning Center at <http://www.townsendpress.net/home.php> (under Reading Skills text-sections on Supporting Details)

STUDENT LEARNING OUTCOME 6

SPECIFIC OBJECTIVES:

Upon completion students will be able to:

6.1 DEMONSTRATE CRITICAL THINKING SKILLS WHEN READING AND WRITING COLLEGE-LEVEL TEXTS:

- 6.1.1 Identify audience
- 6.1.2 Identify purpose of text
- 6.1.3 Identify tone
- 6.1.4 Identify point of view
- 6.1.5 Identify points of argument and supporting evidence
- 6.1.6 Distinguish fact from opinion
- 6.1.7 Make valid inferences
- 6.1.8 Analyze
- 6.1.9 Synthesize
- 6.1.10 Evaluate

STUDENT LEARNING OUTCOME 6

6.1 DEMONSTRATE CRITICAL THINKING SKILLS WHEN READING AND WRITING COLLEGE-LEVEL TEXTS

6.1.1 IDENTIFY AUDIENCE

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
6.1.1.1	Provide students with a sample text. Ask students to determine what person/group the text specifically targets. Request that they explain in detail why the person/group may want or need to read the text.
6.1.1.2	Assign students to compose a short text. Before composition, request that students explain in detail the following: <ul style="list-style-type: none">• Who will benefit from/find interest in the text?• How much does the audience know about the subject?• What effect does the student wish the text to have on the audience?• What information will the student need to provide to achieve this effect?
6.1.1.3	Provide students with a pre-selected text. Ask students to determine, based on content, the audience's familiarity with that text. Is the audience familiar? Is the audience unfamiliar? What information within the text leads to this conclusion? Explain the answer in detail.

TEACHING TIP:

1. Understand that there may be more than one intended audience.

STUDENT LEARNING OUTCOME 6

6.1 DEMONSTRATE CRITICAL THINKING SKILLS WHEN READING AND WRITING COLLEGE-LEVEL TEXTS

6.1.2 IDENTIFY PURPOSE OF TEXT

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
6.1.2.1	Have students define the following terms that are commonly used in identifying purpose: <i>inform, persuade, amuse, analyze, evaluate, request, recommend, provoke, argue, propose, summarize, and call to action.</i>
6.1.2.2	Have students read a variety of college-level essays, articles, and other texts, and ask the students to identify the author's purpose in each selection. Texts should include, but not be limited to, those that inform, persuade, amuse, analyze, argue, or propose a course of action.
6.1.2.3	After reading college-level texts (articles, essays, editorials), have students become the authors of their own texts in which they write for defined purposes. Have students share the articles with their classmates and ask all students to identify the purposes in their classmates' selections.
6.1.2.4	Have students find articles on the Web that clearly demonstrate an author's purpose. Ask students to share the articles with their classmates and identify the purpose in each.
6.1.2.5	Have students read editorials in newspapers and identify the author's purpose in each editorial.
6.1.2.6	Have students read the letters to the editors in newspapers and identify the purpose of each letter. Have students write their own letters to the editors.
6.1.2.7	Have students look at popular advertisements and identify the writer's purpose in each advertisement. Have students write their own advertisements.

TEACHING TIPS AND RESOURCES:

1. Ask students to read a number of articles and essays in the library database *Opposing Viewpoints* (Gale/Cengage Publishing) to give them additional practice in identifying purposes in writing.
2. Ask students to listen to and read campaign speeches by various candidates. Ask students to identify the purpose (or multiple purposes) in each speech.
3. Ask students to bring newspapers to class and ask them to find articles with different purposes in the papers. Have students share the articles with their classmates.
4. Ask students to read "My Turn" essays (formerly on the *Newsweek* magazine site, but now on <http://www.thedailybeast.com>, enter "My Turn") or "This I Believe" essays on the National Public Radio site (<http://www.npr.org>, enter "This I Believe"). Have students bring one essay to class to share with the other students. Have students discuss the purpose of each essay.
5. Ask each student to write a "My Turn" or "This I Believe" essay.

STUDENT LEARNING OUTCOME 6

6.1 DEMONSTRATE CRITICAL THINKING SKILLS WHEN READING AND WRITING COLLEGE-LEVEL TEXTS

6.1.3 IDENTIFY TONE

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
6.1.3.1	Given a paragraph or essay, students select the best word to identify the tone of the essay (i.e., objective, bitter, light-hearted, or sentimental).
6.1.3.2	Using the same paragraph or essay, students identify at least three words or phrases which helped them to discover the tone.
6.1.3.3	(Higher level) Students write a paragraph which describes an author's tone, giving at least three specific examples from the text as support and describing the effect of the tone on a reader.
6.1.3.4	(Higher level) Students analyze one of their own texts for intended and actual tone, word choice which contributes to tone, and the connection between tone and the intended audience.

TEACHING TIPS:

Identifying an author's tone is an integral part of textual analysis, and it is tied closely to a study of vocabulary/diction. At the most basic level, tone is the attitude the writer conveys about the subject. To explore tone, consider having students

- List attitudes that people might have towards a subject (i.e., taxes or technology) and by generating lists of adjectives, nouns, or verbs which reflect a particular attitude towards the subject. (This activity also relates to grammar review, parallel structure, and vocabulary development).
- A similar list of adjectives could be generated to describe tone in songs. Similarly, students might match adjectives describing tones to different video clips or audio clips.
- Practice identifying clues to an author's tone in different texts.
- Re-write texts or statements to show different tones.
- Explore ways that a change in audience or purpose might affect the tone of a text.
- Include questions about tone in the peer review process.

TEACHING RESOURCES:

- Capital Community College:
<http://grammar.ccc.commnet.edu/grammar/composition/tone.htm>
- Exercise on identifying tone:
http://wps.ablongman.com/long_henry_mrup_1/33/8661/2217234.cw/index.html

STUDENT LEARNING OUTCOME 6

6.1 DEMONSTRATE CRITICAL THINKING SKILLS WHEN READING AND WRITING COLLEGE-LEVEL TEXTS

6.1.4 IDENTIFY POINT OF VIEW

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
6.1.4.1	To recognize bias in an information source, have students correctly identifying the point of view of sample editorials.
6.1.4.2	Identify first person, second person and third person perspectives in text.
6.1.4.3	To recognize third person point of view as the most appropriate choice for formal writing, have students identify point of view in formal texts.

TEACHING TIPS:

1. Evaluate the pros and cons of various perspectives in text.
2. Write a paragraph from first person, second person, and third person perspectives. Evaluate how the perspective alters the content.
3. Identify point of view in a text.

TEACHING RESOURCE:

- McGraw-Hill *Paragraphs and Essays* Online Learning Center at www.mhhe.com/langan

STUDENT LEARNING OUTCOME 6

6.1 DEMONSTRATE CRITICAL THINKING SKILLS WHEN READING AND WRITING COLLEGE-LEVEL TEXTS

6.1.5 IDENTIFY POINTS OF ARGUMENT AND SUPPORTING EVIDENCE

SAMPLE ASSESSMENTS:

OBJECTIVE	SAMPLE ASSESSMENT QUESTION OR EXERCISE
6.1.5.1	Based on their reading of a variety of argument paragraphs and essays, have students identify the author's argument and the points that logically support that argument.
6.1.5.2	To use critical reading skills, have students evaluate an argument based on distinguishing facts from opinions, logic from fallacy, and propaganda.
6.1.5.3	Have students write a paragraph or essay in which they argue. Have students share these with their classmates and ask all students to identify the claim and support for that claim in their classmates' selections.

TEACHING TIPS:

1. In each group of statements, one statement is the point, one statement is support, and one statement is not relevant. Identify the point with a "P", the support with an "S", and the point that is not relevant with "NR".
 - a. ___ A television is always blaring in one corner of the lounge.
 - b. ___ The student lounge is not a place for quiet study.
 - c. ___ The snack bar in the lounge has good food.
 - d. ___ There are always people there talking loudly to each other.
2. The general steps for the presentation of critical thinking related to argument begins with the students identifying the arguments of others, then evaluating the arguments of others, and finally concluding with the constructing of their own argument. Separating fact and opinion, detecting propaganda, and recognizing errors in an argument's reasoning are all important critical reading skills for arguments.
3. Keep in mind:
 - Skilled readers *identify* an argument by looking for a specific position and supporting details.
 - Critical readers *evaluate* an argument by considering the conclusion and the reasons.
 - Skilled writers *construct* an argument by stating the main claim and supporting evidence by using specific reasons and examples and details that support those reasons.

TEACHING RESOURCES:

- Townsend Press Online Learning Center Exercises at www.townsendpress.net.

STUDENT LEARNING OUTCOME 6

6.1 DEMONSTRATE CRITICAL THINKING SKILLS WHEN READING AND WRITING COLLEGE-LEVEL TEXTS

6.1.6 DISTINGUISH FACT FROM OPINION

SAMPLE ASSESSMENT:

OBJECTIVE	SAMPLE ASSESSMENT QUESTION OR EXERCISE
6.1.6.1	Choose a brief editorial cartoon from a news source and have students distinguish between information or ideas that are presented as fact or opinion or a combination of both. As a follow-up, have students check the accuracy of information that is presented as factual.
6.1.6.2	Compare the coverage of a single, political news event in multiple news sources. Identify elements in which facts or opinions are different. Follow-up with a class discussion of what we can agree on as being factual. Finally, have students attempt to confirm the accuracy of our group assumptions.

TEACHING TIPS:

1. One of the biggest problems that developmental readers encounter is the propensity to skip over any material that they do not immediately understand. To encourage students to stop and use contextual clues or some other resource, identify any vocabulary or potentially problematic word combinations. Have those words or phrases available for a quick quiz immediately following the reading.
2. Make copies (with permission) of some type of transactional document, like an automobile insurance policy, rental agreement, or a cell phone contract. Pose one or more hypothetical questions based on these documents and have students answer the question or questions based on their reading/interpretation. Depending on the format, students may read or post their response. Finally, have the class decide if the individual responses are based on fact or opinion. This exercise can be repeated using a literary reading, and the connection can and should be made that, as a reader, there is no difference between understanding a poem, story, etc. and doing business.

STUDENT LEARNING OUTCOME 6

6.1 DEMONSTRATE CRITICAL THINKING SKILLS WHEN READING AND WRITING COLLEGE-LEVEL TEXTS

6.1.7 MAKE VALID INFERENCES

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
6.1.7.1	After reading a text, students create graphic organizers with columns for A) textual information, B) student preexisting knowledge, and C) inferences made by combining A and B.
6.1.7.2	Using fine art or a photograph, students complete two-column charts with one column labeled “Details” and the other column labeled “Inferences”. The “Details” column includes observations about the image’s background, foreground, focal points, and style of the image; the “Inferences” column includes the meaning which the students derive from their specific observations.
6.1.7.3	Students complete sentences combining clauses with coordinating conjunctions, subordinating conjunctions, and conjunctive adverbs. Students write explanations of the logic behind their completed sentences. Example: I studied for three hours, so _____. Although I studied for three hours, _____. I studied for three hours; in fact, _____.
6.1.7.4	Students complete the last panel of newspaper cartoons by writing dialogue in teacher-deleted speech bubbles. Students then write short explanations justifying their creative decisions based on information in the cartoons and their preexisting knowledge.

TEACHING TIPS:

1. Instructors can modify an inference graphic organizer in a variety of ways. Kylene Beers uses a four-column organizer which has the following headings: “Question (What Do I Want to Know?)/ It Says (Observations)/ I Say (Preexisting Knowledge)/ And So (Inference/Conclusion)”. An inference chart for magazine advertisements could include the following columns: “Slogan/ Image/ Preexisting Knowledge/ Inference”.
2. Kylene Beers lists 13 types of inferences skilled readers make in her book *When Kids Can’t Read: What Teachers Can Do*. Items from her list, such as identifying pronoun antecedents, understanding the grammatical role of unknown words, and using context clues to decode the meaning of unfamiliar words offer an opportunity to incorporate grammar instruction and vocabulary development into teaching inferences.

STUDENT LEARNING OUTCOME 6

6.1 DEMONSTRATE CRITICAL THINKING SKILLS WHEN READING AND WRITING COLLEGE-LEVEL TEXTS

6.1.8 ANALYZE

SAMPLE ASSESSMENTS:

Objective	Sample Assessment Question or Exercise
6.1.8.1	Provide students with a pre-selected text or assign a composition. Ask students to identify the main thesis within the text and justify their selection.
6.1.8.2	Provide students with a pre-selected text or assign a composition. Ask students to determine the specific issues/points discussed within the text (beyond the thesis). Request that students explain in detail why these issues are discussed and discuss their relevancy to the topic.
6.1.8.3	Provide students with a pre-selected text. Ask students to explain in detail any issues/points the author should have included in the text. Why were these left out? What would they have added to the text?
6.1.8.4	Provide students with a pre-selected text or assign a composition. Ask students to determine if there are opposing views to the author's/their thesis. What are these views? What effect might they have on the essay?
6.1.8.5	Provide students with a pre-selected text. Ask students to determine if the author used any research within the text. If so, was the research reliable? Was the research used effectively? Explain why or why not.

TEACHING TIPS:

1. Use specifically guided questions related to the individual texts/assignments to assist students in the analysis process.
2. Use a variety of text styles: descriptive, narrative, expository, argument, definition, etc.

STUDENT LEARNING OUTCOME 6

6.1 DEMONSTRATE CRITICAL THINKING SKILLS WHEN READING AND WRITING COLLEGE-LEVEL TEXTS

6.1.9 SYNTHESIZE

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
6.1.9.1	Given a set of three short texts, have students synthesize information to create a written product. For example, given three short texts on learning style preferences, students create a study plan for one specific combination of preferences (auditory, afternoon, peer-focused).

TEACHING TIPS:

Synthesis is a higher order thinking skill (near the top of Bloom's Taxonomy) which involves creation of new knowledge, ideas, and perspectives. Students synthesize when they connect knowledge, concepts, and perspectives from their reading with other readings and their own thinking. Consider having students:

- Use journals, blogs, and wikis as platforms for making connections between what they read and their own experiences.
- Complete "frames" as a basis for synthesizing within these writing platforms:
 - The author says _____. This makes sense to me because _____.
 - I don't understand _____. I always thought that _____.
 - When the author talks about _____, it reminds me of _____.
 - I would add _____ to what this writer says.
- Complete analysis/synthesis assignments for paired (sequenced) readings:
 - How does the second article CONFIRM, CONTRADICT, EXPAND, or COMPLICATE the first article?
 - How has your thinking about this issue **changed** based on your understanding of the second article?
- Complete writing tasks which require synthesizing information from three or more sources.
 - Example: Use the information and assessments in the Virginia Wizard, along with the Occupational Outlook Handbook <http://www.bls.gov/oco/>, to develop a career plan.

TEACHING RESOURCES:

1. Questions for Higher Order Thinking: <http://xnet.rrc.mb.ca/glenh/hots.htm>
2. Robert Fisher's Thinking Skills Page: http://www.teachingthinking.net/thinking/web%20resources/robert_fisher_thinkingskills.htm

STUDENT LEARNING OUTCOME 6

6.1 DEMONSTRATE CRITICAL THINKING SKILLS WHEN READING AND WRITING COLLEGE-LEVEL TEXTS

6.1.10 EVALUATE

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
6.1.10.1	After discussing what it means to evaluate, have students create the criteria for evaluating a text. Questions to consider: Does the writer achieve his/her purpose? Is the text convincing? Is the point of the text clear? Is it unbiased? Is it effective?
6.1.10.2	After reading a series of persuasive/argumentative essays, have students evaluate each for effectiveness, bias, implied meaning, factual content, and faulty reasoning.
6.1.10.3	After looking at a variety of Web sites, have students evaluate the sites for accuracy of information and balanced presentation.
6.1.10.4	Have students compare articles on the same topic from two different newspapers (for example, <i>The Washington Post</i> and <i>The Washington Times</i>). Ask students to evaluate each for factual content and unbiased reporting.
6.1.10.5	Have students read editorials in various newspapers. Ask students to evaluate the editorials for effectiveness, bias, implied meaning, factual content, and faulty reasoning.
6.1.10.6	Have students present arguments in class based on current controversial issues. Ask all students to evaluate the arguments and decide which were the most effective, valid, and logical.
6.1.10.7	Have students evaluate television or print advertisements for effectiveness, bias, implied meaning, factual content, and faulty reasoning.

TEACHING TIPS AND RESOURCES:

1. Ask students to read and evaluate articles and essays on controversial issues in the library database *Opposing Viewpoints* (Gale /Cengage Publishing).
2. Ask students to read editorials and articles of increasing difficulty. Students may start reading *USA Today* and continue to *The New York Times* or *The Wall Street Journal*. Ask students to evaluate all the texts for clarity and effectiveness.
3. Ask students to listen to and read campaign speeches by various candidates. Have students evaluate each speech for bias, implied meaning, factual content, faulty reasoning, and effectiveness.
4. Ask students to find speeches by famous people on *You Tube*. Have students evaluate the speeches and explain why the speeches were effective or why they were not.
5. Ask students to create their own advertisements. Have all students discuss the effectiveness of each advertisement.

STUDENT LEARNING OUTCOME 7

SPECIFIC OBJECTIVES:

Upon completion students will be able to:

7.1 WRITE WELL-DEVELOPED, COHERENT, AND UNIFIED COLLEGE-LEVEL TEXTS, INCLUDING PARAGRAPHS AND ESSAYS

- 7.1.1 Produce writing for different audiences and purposes
- 7.1.2 Incorporate appropriate and reasoned support and evidence
- 7.1.3 Apply organizational patterns
- 7.1.4 Write appropriate, controlling thesis statement
- 7.1.5 Compose grammatically and mechanically correct sentences that convey the messages clearly, precisely, and fluently
- 7.1.6 Write logically developed paragraphs that include topic sentences, support, and concluding statements

STUDENT LEARNING OUTCOME 7

7.1 WRITE WELL-DEVELOPED, COHERENT, AND UNIFIED COLLEGE-LEVEL TEXTS, INCLUDING PARAGRAPHS AND ESSAYS

7.1.1 PRODUCE WRITING FOR DIFFERENT AUDIENCES AND PURPOSES

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
7.1.1.1	Have students determine and identify appropriate audiences and purposes for assigned readings and for their own texts; they will clearly state how writing for those audiences and purposes is addressed in the readings and how it can best be achieved in their own writing; and they will produce texts that effectively address assigned audiences and purposes.

TEACHING TIPS:

Reading and analyzing assigned sample texts to identify various audiences and purposes can help students understand the roles of audience and purpose in their own writing, as well as give them models of how to craft their writing through and for considerations of audience and purpose. Use both small-group and whole class discussion to discuss multiple texts that present the same basic material but to a variety of audiences and purposes. Likewise, have students write multiple drafts of their own texts that are addressed to different assigned audiences and purposes and show how and where they addressed their intended audiences and purposes. In some written assignments, students should be allowed to choose their own intended audiences and purposes, but students should also be required to write for instructor-assigned audiences and purposes. Peer-review and instructor feedback, both during the reading and writing processes, and on final drafts of written assignments, should provide students with guidance on successfully identifying and addressing audience and purpose.

TEACHING RESOURCES:

Textbooks are the obvious source for sample texts, but magazine articles, editorials, and advertisements can serve the same purpose and be more interesting to the students. Use specific prompts to guide discussion of the selected texts; similarly, for writing assignments assign specific audiences and purposes for students to address or allow the students themselves to pick those audiences and purposes. Include a section on audience and purpose in the grading rubrics.

- **Purdue Online Writing Lab** “The Rhetorical Situation”
<http://owl.english.purdue.edu/owl/resource/625/01/>
- **“Types of Audiences” Colorado State Online Writing Center**
<http://writing.colostate.edu/guides/processes/audmod/pop2g.cfm>
- **“Types of Purposes” Colorado State Online Writing Center**
<http://writing.colostate.edu/guides/processes/purpose/pop2b.cfm>
- **“Creating and Using Rubrics” About.com**
<http://712educators.about.com/cs/rubrics/a/rubrics.htm>

STUDENT LEARNING OUTCOME 7
7.1 WRITE WELL-DEVELOPED, COHERENT, AND UNIFIED COLLEGE-LEVEL
TEXTS, INCLUDING PARAGRAPHS AND ESSAYS

7.1.2 INCORPORATE APPROPRIATE AND REASONED SUPPORT AND EVIDENCE

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
7.1.2.1	Using graphic organizers, have students provide appropriate and reasoned support and evidence for written texts that specifically exemplify a specified rhetorical mode and/or organizational pattern (i.e. cause and effect, comparison/contrast).
7.1.2.2	Have students write essays that provide appropriate and detailed support and evidence for a specified rhetorical mode and/or organizational pattern.

TEACHING TIPS AND RESOURCES:

1. Graphic organizers, such as those found at:
http://www.educationoasis.com/curriculum/graphic_organizers.htm. This website features a variety of graphic organizers that can be used for both paragraph and essay writing. These can be printed out and given to students as a way to help them begin prewriting. They can also be used during the rough draft stage to help them plan their development.
2. Show students a variety of previous students' papers, some which display the characteristics of this objective and some that do not. Have students discuss the strengths and weaknesses of the development, unity, and coherence of other papers.

STUDENT LEARNING OUTCOME 7
7.1 WRITE WELL-DEVELOPED, COHERENT, AND UNIFIED COLLEGE-LEVEL
TEXTS, INCLUDING PARAGRAPHS AND ESSAYS

7.1.3 APPLY ORGANIZATIONAL PATTERNS

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
7.1.3.1	Write texts (at least a paragraph in length) in each commonly used pattern.
7.1.3.2	Support a topic or thesis statement with facts, illustrations, and/or anecdotes using features specified in the writing prompt.
7.1.3.3	Arrange text evidence according to a fitting, deliberately chosen order (time, space, importance, lists, reasons, results, likeness, differences, examples, kinds).

TEACHING TIPS:

1. Collect professional texts and student essays in all common forms (argument, description, exposition [cause and effect, compare and contrast, definition, division and classification, example, process], and narration). Annotate to expose key features. Mark commonly used signal words or transitions. Have students do the same in readings of their choice or using texts the faculty member has chosen for clear pattern features. Complete this assignment after learners have been exposed to broad categories of essays (description, exposition, narration, persuasion) and prior to completing the writing assignment. See [Literacy Education Online](#) for samples.
2. Develop meaningful writing prompts which are readily addressed in each rhetorical form. Tailor prompts to local or college concerns. (**Example:** Persuasion – Wytheville Community College has volleyball, basketball, and soccer teams. Write an essay arguing for the addition or removal of a sport, backing up your position with evidence that supports your claim. The best essays will feature appeals to both reason and emotion, and show an understanding of other positions.)
3. Have students from different disciplines (general studies, health care, etc.) work in teams to produce a cross-curricular list of assignments showing when a student might be expected to use a specific rhetorical pattern. (**Example:** Process prompt – How do genetics determine eye color? **Example:** Compare & contrast prompt - Contrast a 19th century machine shop with today’s workplace.)
4. Pick a core course that most students take, and have the learners locate and share examples of the rhetorical and organizational patterns found in their texts or assignments.
5. Create a chart which distinguishes terms used in each pattern of organization, and post or distribute it for reference purposes. This can be done as an in-class activity after students have learned about the different organizational methods and rhetorical patterns.

STUDENT LEARNING OUTCOME 7

7.1 WRITE WELL-DEVELOPED, COHERENT, AND UNIFIED COLLEGE-LEVEL TEXTS, INCLUDING PARAGRAPHS AND ESSAYS

7.1.4 WRITE APPROPRIATE, CONTROLLING THESIS STATEMENT

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
7.1.4.1	Define and explain thesis statement.
7.1.4.2	Write an introductory paragraph for an essay with the thesis statement in the standard position. Outline supporting points that will follow the thesis.
7.1.4.3	Annotate an essay, locating thesis statement, topic sentences, support.
7.1.4.4	Construct a rubric that focuses on how an appropriate, controlling thesis statement is determined: e.g., thesis, claims, topic sentences that reflect the claims in the thesis, supporting details that prove the thesis.

TEACHING TIPS:

1. Present definitions, schematics, and model essays with key parts annotated for discussion (introduction, thesis statement, topic sentences, supporting details).
2. Construct analogies to create visuals for how the thesis and support work, e.g. solar system, train (locomotive, cars, caboose, tracks); house; hamburger; backpack; etc.
3. Teach students to turn questions into thesis statements: Choose a topic. Freewrite (list, cluster, map, etc.) on the topic for a few minutes. Write five questions that arise from the freewriting. Write several possible thesis statements for a paper that expresses your view, position, idea, or answers to one of the questions.
4. Using prepared essays, students locate the thesis statement, topic sentences for each supporting point, and supporting details of the supporting points. Do this with highlighting, annotating, outlining, or graphic organizer.
5. Using previous papers, students examine them and work on revisions for thesis statement and supporting points.
6. Given topic sentences and supporting details, students construct an appropriate thesis statement to connect them.
7. Teach some quick tips to check the strength of a thesis statement:
 - a) Can you turn it into a question?
 - b) When you answer the question, is it a strong, argumentative statement?
 - c) Can the question be answered in more than one way? From different perspectives?
 - d) Would the thesis promote discussion on a specific topic from multiple viewers?
 - e) After reading your thesis statement, would a reader know your stand on the subject and how you are going to defend it?

TEACHING RESOURCES:

- “Teaching Thesis Statements.” *Teaching with Hacker Handbooks*. Bedford/St. Martin’s: <http://pages.mail.bfwpub.com/hackerhandbooks/teaching/>
- “Tips and Examples for Writing Thesis Statements.” *Purdue Online Writing Lab*: <http://owl.english.purdue.edu/owl/resource/545/01/>
- Woods, Geraldine. “Forming a Thesis Statement.” *Dummies.com*: <http://www.dummies.com/how-to/content/forming-a-thesis-statement.html>

STUDENT LEARNING OUTCOME 7

7.1 WRITE WELL-DEVELOPED, COHERENT, AND UNIFIED COLLEGE-LEVEL TEXTS, INCLUDING PARAGRAPHS AND ESSAYS

7.1.5 COMPOSE GRAMMATICALLY AND MECHANICALLY CORRECT SENTENCES THAT CONVEY MESSAGES CLEARLY, PRECISELY, AND FLUENTLY

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
7.1.4.1	Construct and maintain a writing error log.
7.1.4.2	Write or re-write sentences with subjects, predicates, and complete thoughts.
7.1.4.3	Draw arrows pointing to pronoun referent. Add any missing nouns or pronouns.
7.1.4.4	Add adjectives or adverbs to clarify sentence meaning.
7.1.4.5	Replace imprecise verbs with synonyms.
7.1.4.6	Edit to ensure that text has a mix of simple, complex, compound, and complex-compound sentences.
7.1.4.7	Underline transitional or clue words that orient the reader to shifts in the topic or introduction of new supporting evidence.
7.1.4.8	Explain why a chosen organizational pattern is effective.

TEACHING TIPS AND RESOURCES:

1. Check for understanding of simple sentence structure: subject-verb-object. Review the parts of speech using [MadLibs](#) or [Grammar Ninja](#) (an online game site).
2. Use sentence combining exercises and teach clauses, phrases, dependent words (subordinators), conjunctions. Work on finding the main subject, verb, and complete thought in combined sentences.
3. Teach students to read out loud with dramatic expression, hearing the “music” of sentence structure, especially end of sentence and start of new sentence voice modulations.
4. Focus on strategies for finding and correcting fragments, comma splices, and run-on sentences, such as read-aloud, sentence analysis, single-sentence readings.
5. Discuss connotation, denotation, synonyms and antonyms. Find practice exercises at [The Longman Vocabulary Website](#). Have students develop a list of synonyms for common verbs, and then use them interchangeably in a sentence to illustrate precise language and the intersection of word choice and tone.
6. Rewrite a formal text using smaller, fewer, better, and clearer words. (EX: revise college attendance and withdrawal policies, update the Declaration of Independence in modern language)
7. Teach students that each paragraph needs a Main claim, Evidence, Analysis, and a Link back to the topic or thesis (aka MEAL plan), and evaluate sample readings for these features.
8. Model error logs may be found at [Smart Thinking.com](#). Their value is discussed by Cogie, Strain & Lorinska in a 1999 Writing Center Journal (v 19, no. 2, 7-32) article titled “Avoiding the Proofreading Trap: The Value of the Error Correction Process.”
9. Have students practice editing papers using tools such as the [6+1 Traits @ Condensed 5-Point 3-12 Writer’s Rubric](#) posted at Education Northwest.

STUDENT LEARNING OUTCOME 7
7.1 WRITE WELL-DEVELOPED, COHERENT, AND UNIFIED COLLEGE-LEVEL
TEXTS, INCLUDING PARAGRAPHS AND ESSAYS

7.1.6 WRITE LOGICALLY DEVELOPED PARAGRAPHS THAT INCLUDE TOPIC SENTENCES, SUPPORT, AND CONCLUDING STATEMENTS

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
7.1.5.1	Using a rubric, assess paragraphs for topic sentence, clarity of content, appropriate development/support of topic sentence, logic of organization (transitions, fluency of sentences).
7.1.5.2	Using a rubric, assess essay for thesis statement, topic sentences in supporting paragraphs, appropriate development in supporting paragraphs, logic of organization in paragraphs, logic of organization in the essay.
7.1.5.3	Write and revise a paragraph/essay and construct an outline or graphic organizer making the organization visible.
7.1.5.4	Construct, describe and defend the organization of a paragraph/essay using writers' language for paragraphs, essays, and organizational patterns.

TEACHING TIPS:

1. Study paragraph/essay models: parse, deconstruct, label, annotate.
2. Outline paragraphs/essays before and after drafting.
3. Write a statement on the organization of a piece defending the chosen organizational pattern.
4. Students and instructor design a rubric for successful paragraphs and essays.
5. Study paragraphs and essays with respect to rubric, Q/A, organizational patterns (using terminology developed in class: general to specific, specific to general, etc.).

TEACHING RESOURCES:

- <http://educationnorthwest.org/traits>
Developed for K-12 process writing instruction, this site presents a project that guides teachers through rubric development that involves their students.
- <https://carmenwiki.osu.edu/display/osuwacresources/How+to+Develop+a+Rubric>
Guidance for developing rubrics (holistic and analytic). Includes guiding questions, explanations, examples, models.

STUDENT LEARNING OUTCOME 8

SPECIFIC OBJECTIVES:

Upon completion students will be able to:

8.1 IDENTIFY, EVALUATE, INTEGRATE, AND DOCUMENT SOURCES PROPERLY

- 8.1.1 Identify and retrieve a variety of relevant sources on a topic
- 8.1.2 Evaluate varied and applicable sources to determine weight of authority, credibility, objectivity, currency, and relevancy
- 8.1.3 Demonstrate ability to take notes
- 8.1.4 Write texts that correctly integrate paraphrased or quoted information from an outside source
- 8.1.5 Cite sources using both in-text citations and documentation of sources
- 8.1.5 Demonstrate an understanding of the ethical, legal, and social issues surrounding plagiarism, intellectual property rights, and academic integrity

STUDENT LEARNING OUTCOME 8

8.1 IDENTIFY, EVALUATE, INTEGRATE, AND DOCUMENT SOURCES PROPERLY

8.1.1 IDENTIFY AND RETRIEVE A VARIETY OF RELEVANT SOURCES ON A TOPIC

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
1.1.1.1	<ul style="list-style-type: none">• Visit three specific URLs given by the instructor containing information on a specific controversial issue. One URL will be from a relevant source. The other URLs will be irrelevant for specific reasons.• Identify the level of relevance of each source. Discussion will ensue.• 3. Write an overall reaction to each of the three URLs visited explaining why the source is relevant or irrelevant.
1.1.1.2	<ul style="list-style-type: none">• Participate in a tutorial of available library databases.• Have students choose their own controversial topic to research. They will locate one relevant resource for their topic using the library databases previewed.• Write a paragraph to defend/explain the relevance of the source they have chosen.

TEACHING TIPS:

1. The teacher will provide direct instruction regarding expectations and guidelines that should be used to determine relevance prior to having students complete the task.
2. The tutorial may be conducted by a reference librarian.

TEACHING RESOURCES:

The following is a list of possible resources to guide instruction:

- Bichel, Rebecca., and Deborah Cheney. "Information Cycle." *University Libraries of the Pennsylvania State University*. You Tube, 3 March 2004. Web. 28 November 2011.
- "Evaluating Sources." *Lakeland Library Research Guides*. 2010. Web. 28 November 2011.
- McMillin, Paul. "Evaluating Websites." *Cornell University Libraries: Ask A Librarian*. 10 May 2010. Web. 28, November 2011.

STUDENT LEARNING OUTCOME 8

8.1 IDENTIFY, EVALUATE, INTEGRATE, AND DOCUMENT SOURCES PROPERLY

8.1.2 EVALUATE VARIED AND APPLICABLE SOURCES TO DETERMINE WEIGHT OF AUTHORITY, CREDIBILITY, OBJECTIVITY, CURRENCY, AND RELEVANCY

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
8.1.2.1	What types of information about a source will help you determine how trustworthy it is? Where can you find that information in various types of sources such as print periodicals, books, online publications, or Web pages?
8.1.2.2	Check the origins of an online document or Web page by Googling (searching online) a sentence or long phrase copied from it. Does the same document or page appear on other Web sites? Can you determine which of the sites, if any, originated that document? Do the other sites give credit to (acknowledge) the original author or publisher?

TEACHING RESOURCES:

1. Standard handbooks.
2. Rubrics for evaluating sources, such as:
 - <http://www.widener.edu/libraries/wolfgram/evaluate>
 - <http://www.lib.umd.edu/guides/webcheck.html>
 - http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/EvalForm_General_Barker.pdf

STUDENT LEARNING OUTCOME 8

8.1 IDENTIFY, EVALUATE, INTEGRATE, AND DOCUMENT SOURCES PROPERLY

8.1.3 DEMONSTRATE ABILITY TO TAKE NOTES

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
8.1.3.1	Convert stated or implied main idea from text or lectures into study questions. Provided with a paragraph from a content-based text or lecture, have students locate the stated or implied main idea. Subsequently, have students generalize the main idea and create a study question related to the textual content.
8.1.3.2	Modify major supporting details from text or lectures to produce responses to study questions. Provided with a study question from a content-based text or lecture, have students provide logical and relevant responses to these questions by locating and generalizing the major supporting details.
8.1.3.3	Select minor supporting details to provide examples/support for responses to study questions. Provided with major supporting details from a content-based text or lecture, have students select minor details which provide logical and relevant examples/support of the major supporting details.

TEACHING TIPS:

1. Discuss objective test formats, such as multiple choice, True/False, and Fill-in-the Blank. Demonstrate how the identification of main idea and the location of major supporting details is crucial to the organization of textual information for study.
2. Discuss short Answer essay and Essay test formats. Demonstrate how the Identification of main idea and major supporting details as well as minor supporting DETAILS IS crucial to well-developed short answer essay and essay questions. Minor details add an example component to the essay response.
3. Create study card boxes for each content course. Use brightly colored index cards to record study questions and place/number the major supporting detail responses on the back of the card. Study these 4-5 times per week. If the content requires memorization, study the cards before falling asleep.
4. Practice these information management strategies using content-related text.
5. Videotape content lectures and allow students to listen to the lectures and apply information management strategies. Instruct students to compare their notes with the notes of classmates.

TEACHING RESOURCES:

The Learning Toolbox-Cornell Notes:

- http://www.coe.jum.edu/Learning_Toolbox/cornellnotes.html

Cornell Note-Taking Format:

- <http://www.Stamfordstudentlife.uconn.edu/Notetakingformat.pdf>

STUDENT LEARNING OUTCOME 8

8.1 IDENTIFY, EVALUATE, INTEGRATE, AND DOCUMENT SOURCES PROPERLY

8.1.4 WRITE TEXTS THAT CORRECTLY INTEGRATE PARAPHRASED OR QUOTED INFORMATION FROM AN OUTSIDE SOURCE

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
8.1.4.1	Have students read and analyze exemplars and videos demonstrating varying ways to integrate paraphrased and quoted material into their texts.
8.1.4.2	Have students read a text from an outside source and integrate paraphrased information from the source into their texts.
8.1.4.3	Have students read a text from an outside source and integrate a quote from the source into their texts.
8.1.4.4	Have students create a mini-lesson teaching lesson for peers using MS Power Point to answer the following questions: What is a quote? What is a hanging quote? What is the difference between quoting and paraphrasing? How do you introduce a quote? How do you explain a quote? What are in-text citations and parentheticals? Why is it important to include in-text citations?
8.1.4.5	Have students read several passages to determine the most accurate paraphrased text to integrate into their writing.
8.1.4.6	Have students read several quotes to determine the most accurate quoted text to integrate into their writing.

TEACHING TIPS AND RESOURCES:

1. Teachers can use *The Bedford Research Room* as a resource for helping with summaries and paraphrases (<http://www.bedfordstmartins.com/Catalog/static/bsm/researchroom/>).
2. Break lessons into small chunks. Demonstrate the difference between quoting and paraphrasing.
3. Model with the whole class how to introduce, explain, and cite quotes and paraphrases.
4. *Purdue Online Writing Lab* –“Quoting, Paraphrasing, and Summary” can be used as a guide or teaching tool to help students. (<http://owl.english.purdue.edu/owl/resource/563/1/>).
5. Use the teaching videos at Writing and Citation Guide at TCC to demonstrate ways to integrate sources into texts. (<http://www.tcc.edu/lrc/guides/research.htm>)

STUDENT LEARNING OUTCOME 8

8.1 IDENTIFY, EVALUATE, INTEGRATE, AND DOCUMENT SOURCES PROPERLY

8.1.5 CITE SOURCES USING BOTH IN-TEXT CITATIONS AND DOCUMENTATION OF SOURCES

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
8.1.5.1	Identify in the text of a document the outside source used by applying a documentation style (e.g. MLA or APA).
8.1.5.2	Include accurately all required bibliographic content for each in-text citation entry within a document by applying a documentation style (e.g. MLA or APA).
8.1.5.3	Format accurately each in-text citation used within a document by applying a documentation style (e.g. MLA or APA).
8.1.5.4	Alphabetically list all outside sources used in the text of a document on the final source page (e.g. works cited or reference).
8.1.5.5	Include accurately all required bibliographic content need for each entry on the final source page (e.g. works cited or reference).
8.1.5.6	Format accurately on the final source page (e.g. works cited or reference) each bibliographic entry for each outside sourced use in the text by applying a documentation style (e.g. MLA or APA).

TEACHING TIPS:

1. Have students locate bibliographic information using various printed sources such as
2. books, magazines, encyclopedias, journals, and newspapers,
3. Have students locate bibliographic information using various electronic sources such as
4. databases, web sites, eBooks, videos, blogs, and podcasts.
5. Teach students which content is needed from each source and where to place it based on the type of
6. documentation style required.
7. Teach students how to embed the specified bibliographic content within a text using various sources.
8. Teach students how to alphabetize sources, especially those without authors, multiple sources from the
9. same author, and a source with multiple authors.
10. Assist students in manually including the in-text citation in a text and completing a source page.
11. Practice with students using bibliographic generator such as Citation Machine or NoodleBib Express.
12. Explain and demonstrate the difference between the documentation styles.

TEACHING RESOURCES:

1. Citation Machine is a bibliographic generator that helps students format in-text citation and
2. bibliographic entries for source pages. <http://citationmachine.net/index2.php?start=>
3. NoodleBib Express is a bibliographic generator that helps students format in-text citation and
4. bibliographic entries for source pages. <http://www.noodletools.com/login.php>
5. Purdue Online Writing Lab provides students with information that will help them use in-text citation
6. and documentation methods correctly. <http://owl.english.purdue.edu/owl/section/2/>
7. Use the teaching videos at Writing and Citation Guide at TCC to demonstrate ways to integrate
8. sources into texts. (<http://www.tcc.edu/lrc/guides/research.htm>)

STUDENT LEARNING OUTCOME 8

8.1 IDENTIFY, EVALUATE, INTEGRATE, AND DOCUMENT SOURCES PROPERLY

8.1.6 DEMONSTRATE AN UNDERSTANDING OF THE ETHICAL, LEGAL, AND SOCIAL ISSUES SURROUNDING PLAGIARISM, INTELLECTUAL PROPERTY RIGHTS, AND ACADEMIC INTEGRITY

SAMPLE ASSESSMENT:

Objective	Sample Assessment Question or Exercise
6.1.4.1	Have students locate and summarize their college's policy on academic honesty.
6.1.4.2	After reviewing the policy and instructional materials (e.g. textbook), have students define <i>plagiarism</i> in their own wording.
6.1.4.3	Given a source document and varied examples of paraphrase, ask students to distinguish between thorough, acceptable paraphrase and incomplete, unacceptable paraphrase.
6.1.4.4	Given a particular communication context, have students identify what constitutes common (generally accepted) knowledge.
6.1.4.5	Within the context of a specific writing situation, have students apply the distinction between common knowledge and citable information to determine what information to document.

TEACHING TIPS AND RESOURCES:

1. Instruct students how to find the college's online policy on academic honesty, locate the sections defining plagiarism and its consequences, and summarize the information.
2. Let students view a discussion of common knowledge in a textbook, an online textbook such as http://bcs.bedfordstmartins.com/writersref7e/default.asp#t_612701, or another online resource such as <http://owl.english.purdue.edu/owl/resource/589/02/>. Ask students to brainstorm sets of facts or judgments that constitute "common knowledge" in a field (or discourse community) with which they are familiar. Finally, ask students to state a working definition of common knowledge and apply it to a specific writing situation.
3. To develop ability to identify the types of sources and information that need to be cited, let students work through exercises in textbooks or online, such as <http://owl.english.purdue.edu/owl/resource/589/04/>.
4. To develop distinctions between legitimate uses and plagiarism, ask students to respond to case studies on academic honesty such as <http://istudy.psu.edu/FirstYearModules/CopyrightPlagiarism/CaseStudies.html>.
5. Let students view tutorials on fair use and plagiarism, such as:
 - http://www.youtube.com/watch?v=CJn_jC4FNDo&feature=player_embedded.
 - Purdue University OWL: <http://owl.english.purdue.edu/owl/resource/589/01/>.Following these, ask students to compare/contrast the concepts of copyright and fair use in the arts (parody and "sampling") versus documentation in professional and academic writing.