

## COURSE OUTLINE

Title: Writing the Narrative Essay

Course Number: WR 080

Credits: 3

Date: January, 2014

Institution:

Clackamas Community College

Outline Developed by:

Steve Long & Lisa Nielson,  
Skills Development Department

Type of Program:

Developmental Education

Course Description: This course will focus on writing narratives from real and imagined experiences or events. This course will create a foundation for writing narratives by first, examining and writing content rich sentences, and then determining the central principle and four characteristics of a well planned, concise paragraph. This course will also guide learners to writing that engages and orients the reader by setting out a problem or situation and creating a smooth progression of experiences or events in a skillfully planned, properly organized, acceptably formatted narrative essay. In addition, learners will use technology to produce and publish individual or shared writing products.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Identify a declarative sentence as an set of words that includes a subject and a verb phrase, expresses a thought, and can stand by itself;
- write rudimentary simple sentences;
- write simple sentences that incorporate descriptive words and phrases, including adjectives, adverbs, and prepositional phrases;
- write simple sentences that include compound subjects and subject phrases;
- write simple sentences that include compound verbs and verb phrases;
- write compound sentences that conform to generally accepted punctuation rules;
- write complex sentences that conform to generally accepted punctuation rules;
- identify the central principle of a well organized paragraph;
- identify the four characteristics of a well written paragraph;
- identify the central principle and four characteristics of three well planned, concise paragraphs: descriptive, comparative, and contrastive;
- create a plan from one of several pre-writing strategies for three paragraphs: descriptive, comparative, and contrastive;
- write the first draft of three paragraphs: descriptive, comparative, and contrastive;
- revise and write a final draft of three paragraphs: descriptive, comparative, and contrastive;
- brainstorm around a "what if" question for a narrative essay;
- utilize knowledge about everyday life, personal interests, and cultural understanding for inclusion in a narrative essay;
- track ideas that come from small group discussions about narrative essays;
- integrate discussion notes into a plan for a narrative essay;
- incorporate notes and a plan to draft a narrative essay;
- revise and edit a narrative essay for organization, format, content, and grammar issues and errors;

- revise the content of a narrative essay based on an editor’s evaluation;
- revise the content of a narrative essay for conformity to purpose, voice, and consideration of audience;
- determine an appropriate tone that enhances the delivery of a narrative essay;
- engage the reader through narrative techniques;
- engage the reader with effective use of technology to present a narrative.

Length of Course: 10 weeks - 30 hours of instruction

Grading Method: P/NP

Prerequisites: Suggested placement into WR 080 and RD 080

Major Topic Outline:

1. Introduction to class procedures
2. Introduction to sentence structure
3. Introduction to the paragraph
4. Introduction to the narrative essay & the course project-technology enhanced presentation of a narrative
5. Defining the sentence and writing rudimentary simple sentences
6. Writing simple sentences that include descriptive words
7. Defining a well planned, concisely written paragraph
8. Planning and writing a descriptive paragraph
9. Choosing an idea for a personal narrative
10. Planning a personal narrative for character
11. Planning a personal narrative for setting
12. Planning the chronology and establishing a time period for a personal narrative
13. Writing simple sentences that include compound subjects and verb phrases
14. Writing compound sentences
15. Planning and writing a comparative paragraph
16. Writing complex sentences
17. Planning and writing a contrastive paragraph
18. Creating an initial draft of a personal narrative
19. Revising a personal narrative for organization, format, content, and grammar issues
20. Using technology to create an individual or shared writing project
21. Produce and present a narrative using technology (Power Point, Movie Maker, e.g.)

**CCC AAOT/ASOT GENERAL EDUCATION OUTCOMES**

Course Name and Number  
Writing the Narrative WR 001A

**COURSE OUTLINE MAPPING CHART**

**Mark outcomes addressed by this course:**

- Mark “**C**” if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark “**S**” if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark “**P**” if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

**As a result of completing the AAOT /ASOT general education requirements, students will be able to:**

<b>WR: Writing Outcomes</b>	
1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.	p
2. Locate, evaluate, and ethically utilize information to communicate effectively.	p
3. Demonstrate appropriate reasoning in response to complex issues.	p
<b>SP: Speech/Oral Communication Outcomes</b>	
1. Engage in ethical communication processes that accomplish goals.	P
2. Respond to the needs of diverse audiences and contexts.	P
3. Build and manage relationships.	P
<b>MA: Mathematics Outcomes</b>	
1. Use appropriate mathematics to solve problems.	
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.	
<b>AL: Arts and Letters Outcomes<sup>i</sup></b>	
1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.	P
2. Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.	P
<b>SS: Social Science Outcomes</b>	
1. Apply analytical skills to social phenomena in order to understand human behavior.	P
2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.	P
<b>SC: Science or Computer Science Outcomes</b>	
1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.	
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner.	
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.	
<b>CL: Cultural Literacy Outcome<sup>ii</sup></b>	
1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.	P
<b>IL: Information Literacy Outcomes<sup>iii</sup></b>	
1. Formulate a problem statement.	P
2. Determine the nature and extent of the information needed to address the problem.	P
3. Access relevant information effectively and efficiently.	P
4. Evaluate information and its course critically.	P
5. Understand many of the economic, legal, and social issues surrounding the use of information.	P

<sup>i</sup> "Arts and Letters" refers to works of art, whether written, crafted, designed, or performed and documents of historical or cultural significance.

<sup>ii</sup> Must be embedded in a course that meets the outcomes for Arts and Letters, Social Science, or Science/Computer Science.

<sup>iii</sup> Must be embedded in the general education required Writing courses **Revised 2010-2011 to reflect Statewide AAOT outcomes**



## Syllabus

**COURSE:** WR 80

**TIME:**

**CREDITS** 3

**ROOM:**

**GRADING** PASS/NO PASS

**PHONE:**

**INSTRUCTOR:**

**OFFICE HOURS**

**E-MAIL:**

### **MASTERY of WRITING the PERSONAL NARRATIVE: COURSE DESCRIPTION:**

A mastery course is different than a traditional course in three ways: 1) the student is responsible for watching assigned videotaped lectures before coming to class; 2) the schedule for a mastery class is not determined by the weeks in a semester, a trimester, or a quarter. The schedule for a mastery class is determined by objectives. Students must pass one objective before moving to the next one. Some objectives are short and can be handled quickly; some objectives will take more time. Additionally, there is another difference related to the first one: because students watch the videotaped lectures before they come to class, the instructor has more time to work with students in small groups or in individual conferencing. 3) lastly, a mastery class differs from a traditional class in its approach to learning. A mastery class is learner-centered. The student is responsible for his or her learning in a mastery class. For instance, in a traditional classroom, the instructor typically begins a class with a review or an activity that sets-up the lesson. In a mastery class, the first classroom activity is an inquiry session where students must bring a question to class. The questions that students bring to class start the classroom activities.

This mastery course focuses on writing narratives from life experiences or events. Students will create a foundation for writing narratives by first, examining and writing content rich sentences, and then determining the central principle and four characteristics of a well-planned, concise paragraph. Working first with content rich sentences, and then writing concise, well planned paragraphs, students will easily transition to writing well planned, engaging narrative essays. This course will guide students to writing narratives that engage the reader by setting out a problem or situation and creating a smooth progression of experiences or events in a skillfully planned, properly organized, acceptably formatted narrative essay. Students will also use technology to present their personal narratives as a final project.



## LEARNER OUTCOMES:

Upon successful completion of this course, students will be able to:

- Identify a declarative sentence as a set of words that includes a subject and a verb phrase, expresses a thought, and can stand by itself;
- write simple sentences;
- write simple sentences that incorporate descriptive words and phrases, including adjectives, adverbs, and prepositional phrases;
- write simple sentences that include compound subjects and subject phrases;
- write simple sentences that include compound verbs and verb phrases;
- write compound sentences that conform to generally accepted punctuation rules;
- write complex sentences that conform to generally accepted punctuation rules;
- identify the central principle and four characteristics of three well planned, concise paragraphs: descriptive, comparative, and contrastive;
- create a plan from one of several pre-writing strategies for three paragraphs: descriptive, comparative, and contrastive;
- write the first draft of three paragraphs: descriptive, comparative, and contrastive;
- revise and write a final draft of three paragraphs: descriptive, comparative, and contrastive;
- brainstorm in interpersonal and intrapersonal activities for a narrative essay;
- utilize knowledge about everyday life, personal interests, and cultural understanding for inclusion in a narrative essay;
- plan a personal narrative for character;
- plan a personal narrative for setting;
- create a storyboard to establish the chronology for a personal narrative;
- establish a period of time in which the events within a personal narrative occurred;
- revise a narrative essay for organization, format, content, and grammar issues;
- revise a narrative essay for voice and narrative techniques;
- revise the content of a narrative essay based on an editor's evaluation;
- engage the reader with effective use of technology to present a narrative.

## EXPECTATIONS of STUDENTS:

A mastery class is designed to give students more time with the instructor in guided practice; therefore, it is up to the student to watch the assigned lecture or lectures before each class meets. Each videotaped lecture is approximately ten minutes long, and participation in classroom activities, practices, and exercises are all based on these lectures. It is vitally important that students watch all the assigned videos before class starts. It is also important, if a student misses a class, to check with the instructor for class work, and continue to watch the assigned videotaped lectures.



The mastery class design makes the student responsible for his or her learning. This takes effort, but the process is also very engaging. It is in a student's best interest to stay current with assigned videotaped lectures and attend all classes. Allowances will, of course, be made for life circumstances that make it necessary to miss a class; however, "skipping classes" is not a good idea when attending a mastery class. It is incumbent upon students to schedule appointments and commitments for times that do not conflict with scheduled class times. It is, sometimes, not possible to schedule something for the time students want, but it is important to make a sincere effort to attend every class.

The first week of class will be devoted to making sure all students understand the concepts and demands of a mastery class.

If a student has any disability and opportunities to be successful are affected by this disability, the student must let the instructor know as soon as possible. Arrangements can typically be made to accommodate most student needs.

Common courtesies are to be observed when students are working with instructors, tutors and fellow classmates both in and outside of the classroom. Consequences for ignoring common courtesies, like unnecessarily disrupting the learning experience for fellow classmates, cheating, or sexual harassment can be found in the student handbook. These processes will be followed when it is in the best interest of sustaining a consistent learning experience for everyone.

Common courtesy also dictates that cell phones are turned off before class begins. Smart phones are a viable educational tool and can certainly be used to that end; however, they cannot be used for texting or messaging of any kind, nor can they be used for phone conversations while class is in session. Students may also use a lap top if it is used for work that students' instructor and fellow classmates are working on.

School closures are announced on local radio stations and on the college phone message 503.594.6000. Students can also sign up for FlashAlert, at [www.flashalert.net](http://www.flashalert.net). This is a free service that will alert students to closures via any type of electronic device.

College policy states that people who are not enrolled in class should not be in the classroom. This includes children as well as friends.



## SCHEDULE:

A mastery class schedule does not look like the typical weekly schedule that most college courses follow. Instead of a weekly schedule, a mastery class follows an objective schedule. Students might think this schedule looks overwhelming, but it's actually user friendly. How quickly and how thoroughly a student covers these objectives is up to the student. Moreover, more than one objective could be covered in one class. For instance, the first four objectives will be covered in one, one and a half, but no more than two class periods (it depends on if a class meets for one hour, an hour and a half, or three hours). This schedule could also change if it becomes necessary.

<b>Objective Number</b>	<b>Objective Topic</b>
1	Understand class procedures
2	Understand the overview of sentence structure
3	Understand the overview of planning & writing a concise paragraph
4	Understand the overview of planning & writing a narrative essay & the course project
5	Understand the definition of a sentence & demonstrate how a simple sentence is written
6	Understand and demonstrate how to write a simple sentence that includes descriptive words and phrases
7	Understand the central principle and four characteristics of a of a well planned concise paragraph
8	Understand and demonstrate the ability to plan and write a descriptive paragraph



9	Choose an idea for a personal narrative that has significance for you and your audience
10	Understand and demonstrate how to plan a personal narrative for character
11	Understand and demonstrate how to plan a personal narrative for setting
12	Understand and demonstrate how to plan the chronology and establish a period of time for a personal narrative for character
13	Understand and demonstrate an ability to write simple sentences that include a compound subject and or a compound verb phrase
14	Understand and demonstrate an ability to write compound sentences that conform to generally accepted punctuation practices
15	Understand and demonstrate an ability to plan and write a comparative paragraph
16	Understand and demonstrate an ability to write complex sentences that conform to generally accepted punctuation practices
17	Understand and demonstrate an ability to plan and write a contrastive paragraph
18	Create a first draft of a personal narrative, using an establish plan that includes character, setting, and chronology
19	Revise a first draft of a personal narrative for organization, format, content, and grammar issues
20	Using technology, plan and create a personal narrative presentation
21	Produce and present a personal narrative presentation





## Assessment

The following table contains three columns of words that you will combine to create content rich sentences. The columns are labeled Subject Phrase, Verb Phrase, and Prepositional Phrase. Not all of the “phrases” look like the ones we’ve been working with, but that’s okay. English grammar can get very complicated; there’s no way to understand everything, and that’s okay too. The truth is you don’t really need to spend a lot of time studying the actual grammar rules unless you plan to teach. You do need to know what goes with what. To that end, you need to know the key features of a sentence. There are many, but for now, you are working with subjects, verbs, prepositions, and the phrases you can create with these words. With phrases, you will write content rich sentences that will help your reader understand what you’ve written. If your first language is English, you might be able to rely on your grammar ear. If it sounds right, it probably is right; however, if you’re not getting it, or your instructor has you rewrite many of your sentences, you might want to get a grammar hearing aid for your grammar ear. In other words, you have some work to do; there is additional information on phrases, especially prepositional phrases in the supplemental folder for Lesson 6. If English is your second language, you do not have the benefit of an English grammar ear. But then again, we don’t have the advantage of a grammar ear that’s tuned to your language either. The bottom line: if you’re struggling, you’re

lucky. You’re learning, and you will “get” it. All it takes is hard work. **Make sure** you have **all** your informational handouts with you **at all times!**

Create sentences, using these phrases, on page two. Your sentences must be grammatically correct; they must also make sense.

Subject Phrase	Verb Phrase	Prepositional Phrase
1. Jerry’s pet monkey	won’t leave the house	with my brother
2. Harry	has been missing	because he forgot his watch
3. The incident	remains	on time
4. The number 32 bus	got his black hair	under investigation
5. Barbara	meets	from his mother’s side of the family
6. The turkey	will practice	after lunch
7. Martha	works	since Tuesday
8. My writing class	missed the bus	without her lucky charms
9. Sean	is	until it’s perfect
10. Michael	is never	in the oven

Lesson 2.2



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**Assessment Key**

*The following phrase combinations are not the only possible solutions.*

1. Sean works with my brother
2. The incident remains under investigation.
3. Michael missed the bus because he forgot his watch.
4. Jerry's pet monkey has been missing since Tuesday.
5. The turkey is in the oven.
6. Martha will practice until it's perfect.
7. My writing class meets after lunch.
8. Harry got his black hair from his mother's side of the family.
9. The number 32 bus is never on time.
10. Barbara won't leave the house without her lucky charms.



## Sentence Rubric

Characteristic	4-Highly Developed	3- Skillfully Developed	2-Fundamentally Developed	1-Minimally Developed
<b>Subject &amp; Verb Phrase</b>	The subject and verb phrase are stated correctly and they are in the right order.	The subject and verb phrase are stated and they are in the right order.	The subject and verb phrase are stated, but in a confusing way, but they are in the right order.	The subject and verb phrase are not stated correctly and they not are in the right order.
<b>Neatness</b>	The sentence is easy to read. If hand written it is straight and letters are well formed. If typed, the spacing is correct.	The sentence is somewhat easy to read. If hand written it is mostly straight and letters are formed. If typed, the spacing is usually correct.	The sentence is not always easy to read. If hand written it is not straight. If typed, the spacing is not consistently correct.	The sentence is not easy to read. If hand written it is not straight and letters have no form. If typed, the spacing is erratic and hard to follow.
<b>Complete Idea</b>	The idea that is represented is clear; it is complete and well written.	The idea that is represented is partially clear; it is complete.	The idea that is represented is unclear; it is, however, a complete idea.	The idea that is represented is not clear; it is not complete nor is it well written.
<b>Capitalization</b>	The first word is capitalized. Capitalization rules are followed consistently.	The first word is capitalized. Capitalization rules are followed inconsistently.	The first word is capitalized. Capitalization rules are not followed consistently.	The first word is not capitalized. Capitalization rules are not followed.
<b>Punctuation</b>	Punctuation is appropriate and accurate; an end mark demonstrates a statement, an exclamation, or a question.	Punctuation is, for the most part, accurate; an end mark is used correctly.	Some punctuation is missing; however, a period is used to finish the sentence.	Punctuation is not used appropriately or it is missing.



# Symposium Dialogue Rubric

Use this rubric to keep track of learners' participation in a Symposium Dialogue. The left column is for learners' names; use either a check mark or a point system to assess the level of participation.

Learners in the Dialogue	Asks a complex question	Refers to another student's idea	Offers a useful connection or brings insight to the dialogue	Assessment of learner's participation
<b>Innovative participation</b> List learners whose participation is exceptional: they share and involve the rest of the group in meaningful discourse.				





## Guidelines for Symposium Discussion Leader

In the tradition of a Platonic symposium, a discussion leader is appointed in preparation for the dialogue. Where directions will change from one symposium to the next, the discussion leader's responsibilities remain consistent. First and foremost, it is the discussion leader's job to keep the dialogues focused on the symposium topic. It is also the discussion leader's job to explain the topic and discussion rules as directed by the guidelines to the rest of the group and assign tasks when it is appropriate.

### A Simple Sentence that Includes Description

#### Directions for Leading the Lesson 6 Symposium

Each member of this second simple sentence symposium gets a symposium handout. There are two parts to this symposium, and they must be discussed separately. The first part of your debate will focus on the four corners of the symposium handout. This is a review. Let everyone discuss what should go in each of these four corners.

Once your group has completed this first task, it is your job to assign each person one of two roles. A person could be assigned to write a simple sentence or a description. Once you have made these assignments, the members of your symposium must write something that represents their assignment in the appropriate spot at the bottom of the symposium handout. For instance, if a person has been assigned "simple sentence," he or she would write a simple sentence, like "Mike works;" or "The table is dirty;" or any simple sentence that comes to mind. The person responsible for the description would do the same thing. Your group should not spend too much time on this part of the assignment.

Once everyone has written something in the appropriate spot, pair them up. A person that wrote a simple sentence must work with someone who wrote a description. Once the pairs have combined their work, they must determine if they have a simple sentence with description that makes sense. If they do not have a simple sentence that makes sense, they must work together, using what they have to write a simple sentence that does make sense. It might be impossible to combine the simple sentence with the description that they have. If this is the case, they must negotiate and come up with an appropriate sentence.

Once everyone has a sentence, they will report to the rest of the group. The group, in turn, will review each sentence to determine if what is written is a complete simple sentence with good description. The outcomes will then be reported to your instructor or the whole class.



## Guidelines for Symposium Time Keeper

In the tradition of a Platonic symposium, a time keeper is appointed in preparation for the dialogue. It is the time keeper's job to help the discussion leader keep the dialogues focused on the symposium topic. The time keeper makes sure that everyone has an opportunity to share, and if a symposium task is timed, he or she must let the group know when time has expired.

### A Simple Sentence with Description

**Time Allotted for Symposium Dialogue** \_\_\_\_\_

**Amount of Time Each Speaker Can Use** \_\_\_\_\_

**Discussion Leader's Directions** \_\_\_\_\_

**Speaker One** \_\_\_\_\_

**Speaker Two** \_\_\_\_\_

**Speaker Three** \_\_\_\_\_

**Speaker Four** \_\_\_\_\_

**Speaker Five** \_\_\_\_\_

**Speaker Six** \_\_\_\_\_

**Speaker Seven** \_\_\_\_\_

**Speaker Eight** \_\_\_\_\_

**Speaker Nine** \_\_\_\_\_

**Reporting Outcomes** \_\_\_\_\_



### Guidelines for Symposium Scribe

In the tradition of a Platonic symposium, a scribe is appointed in preparation for the dialogue. It is the scribe’s job to take accurate notes. The discussion leader usually reports a symposium’s outcome to the instructor or to the class, using the scribe’s notes. The scribe can help give the outcome report or be responsible for giving the report. The reporting duties must be determined before the dialogue begins.

## A Simple Sentence with Description

In addition to taking notes, make sure to record a sample of the sentences that members compose during the dialogue.

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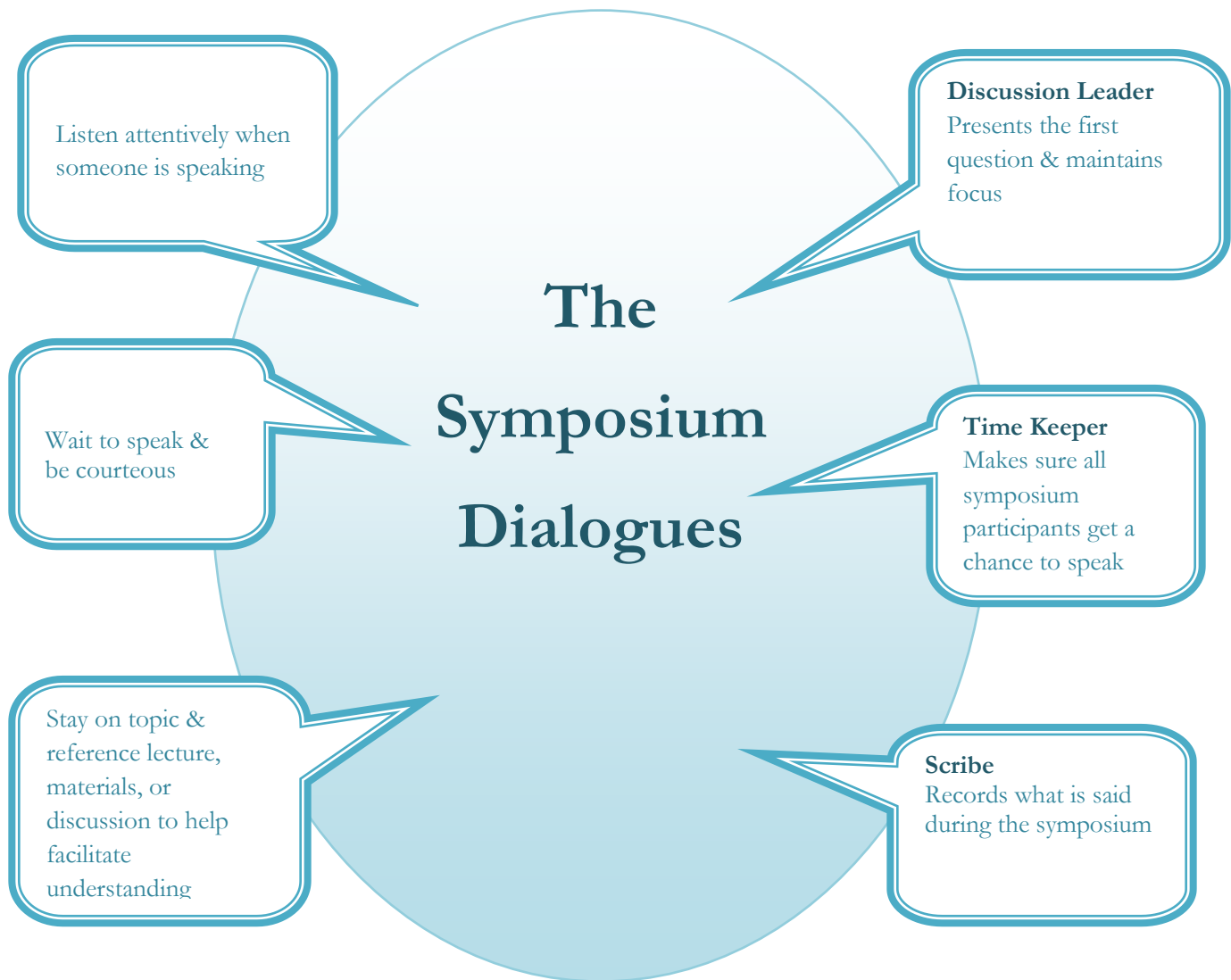


## Guidelines for Symposium Dialogues

In the tradition of a Platonic symposium, learner groups, whether large or small, should take the shape of a circle. There should also be clearly defined rules and expectations that are consistent for every discussion that follows the Symposium model. These rules and expectations are divided into three categories: appropriate conduct, responsibilities, and strategies.

### Appropriate Conduct

### Responsibilities



### Strategies

- A Symposium must begin with an engaging question;
- A Symposium must maintain focus;
- A Symposium must set and meet expectations, including a well defined outcome;
- A symposium must set an end point, allowing time for reporting to the at large class.



Name \_\_\_\_\_

**Directions**

*You will plan, draft, and revise fifteen individual sentences. Once you get final approval from your editor, your instructor, you will turn your work in or include it in your portfolio. Your instructor will let you know what the final outcome will be.*

*You are going to write fifteen simple sentences. For the first five, write sentences that describe you; for the second group of five, write sentences that someone you know would use to describe you. For the last group of five, trade descriptive sentences with a partner. It could be someone that you know, or it could be someone that you have never met.*

*You will follow the basic writing process for this assignment (actually you'll be following this process from now on). Plan what you write, write, and revise what you have written. In other words, there are three parts to writing anything: **PLAN; WRITE; REVISE.***

**Part 1: planning what you write.**

How would you describe yourself? Who knows you well (your mother, father, brother, sister, a friend)? What would they say about you?

Write ideas.  
DO NOT write sentences yet.  
All you need are a few words or phrases.

## Lesson 2.2



### Part 2a: Write five sentences that describe you

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2	
3	
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5	

### Part 2b: Write five sentences that someone you know would use to describe you

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### Part 2c: Write five sentences that describe your in-class partner, and have your in-class partner write five sentences that describe you. Make sure the sentences that describe you are on your worksheet.

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5	

## Lesson 2.2



**Part 3a: revise your work: to the best of your ability, revise your sentences to enhance your message**

1	
2	
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4	
5	<ol style="list-style-type: none"><li>1. Does your sentence have a subject?</li><li>2. Does it have a verb phrase?</li><li>3. Is your sentence a complete thought?</li><li>4. Can your sentence stand on its own?</li></ol>
6	
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**Part 3b: Work with your in-class partner, revising each others' work**

1	
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4	
5	<ol style="list-style-type: none"><li>1. Does the sentence have a subject?</li><li>2. Does it have a verb phrase?</li><li>3. Is the sentence a complete thought?</li><li>4. Can it stand on its own?</li></ol>
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## Lesson 2.2



**Part 3c: final revisions with your editor: time permitting; your editor will sign off on your sentence work for lesson 2.2 before class is dismissed.**

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## Prepositions & Prepositional Phrases

### This is a List of Common Prepositions

<b>about</b>	<b>beyond</b>	<b>over</b>
<b>above</b>	<b>despite</b>	<b>past</b>
<b>across</b>	<b>down</b>	<b>regarding</b>
<b>after</b>	<b>during</b>	<b>since</b>
<b>against</b>	<b>except</b>	<b>through</b>
<b>along</b>	<b>excepting</b>	<b>to</b>
<b>amid</b>	<b>for</b>	<b>toward</b>
<b>among</b>	<b>from</b>	<b>under</b>
<b>around</b>	<b>in</b>	<b>underneath</b>
<b>at</b>	<b>inside</b>	<b>until</b>
<b>because</b>	<b>into</b>	<b>up</b>
<b>before</b>	<b>near</b>	<b>upon</b>
<b>behind</b>	<b>of</b>	<b>with</b>
<b>below</b>	<b>off</b>	<b>within</b>
<b>beneath</b>	<b>on</b>	<b>without</b>
<b>beside</b>	<b>onto</b>	
<b>between</b>	<b>outside</b>	

This is a list of the most popular prepositions, but it is not a complete list.

You can create descriptions with prepositions. This is **not** the **only way** to create descriptions, but if you do use a prepositional phrase, always begin with the preposition and connect it to a phrase. For instance, if you start with the preposition “in,” what phrase would you include?

- ...in the house
- ...in trouble
- ...in my backpack.

Use your “grammar ear.” You wouldn’t say “the house in.” would you? You could continue and say something like, “the house in the middle...” But you cannot end with the preposition ‘in.’

You **do start** a prepositional with a preposition. Never forget this: the preposition, all those words in bold print in the three columns (and more), starts a prepositional phrase. What comes after the preposition? What kind of word?



## Lesson 2.2



It's a noun or a noun phrase, isn't it?

Remember our example, "Mark works?" We added the preposition "for" and continued with more description, a prepositional phrase:

Mark works **for** a large company.

And what type of word follows "for?" A noun. "...a large company is a noun phrase.

There is also another word that describes here. Do you see it? We are not going to talk about these types of words in this lesson, but you should know what it's called anyway. "Large" is an adjective. Don't worry about the meaning of this new word. All you need to know is that adjectives describe nouns. But, like I said, we'll talk about adjectives another day. Prepositional phrases are not the only way to add description to a simple sentence, but they are very common. Your writer's tool box should include prepositions and prepositional phrases. They are effective, and using them correctly can enhance your writing.

## Lesson 2.2



# Symposium: a dialogue to facilitate the understanding of ideas

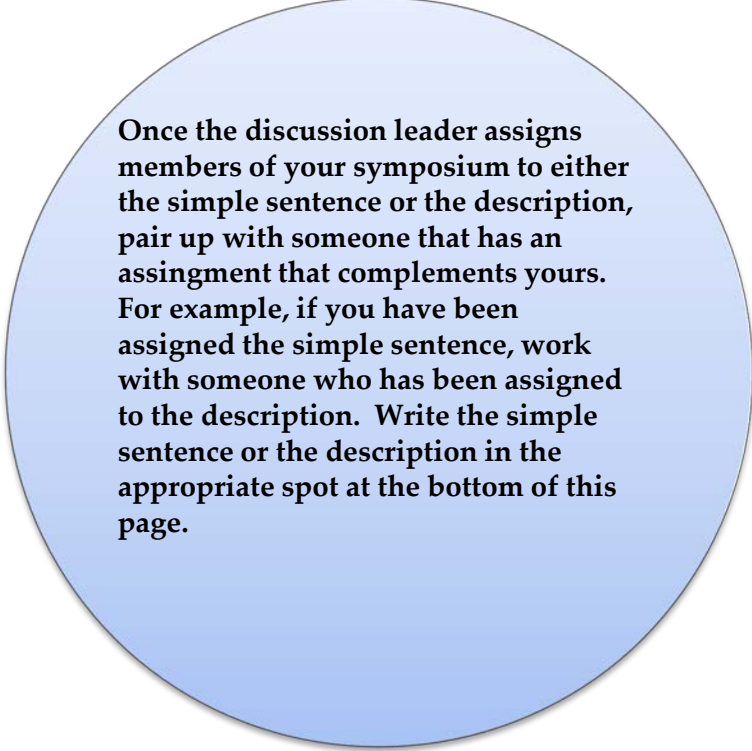
## The Simple Sentence with Description

How does a writer make sure that a sentence is a complete simple sentence?

In the space provided outside the four corners of the circle, provide the characteristics a simple sentence.

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

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



3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

Your sentence

Simple Sentence

Description

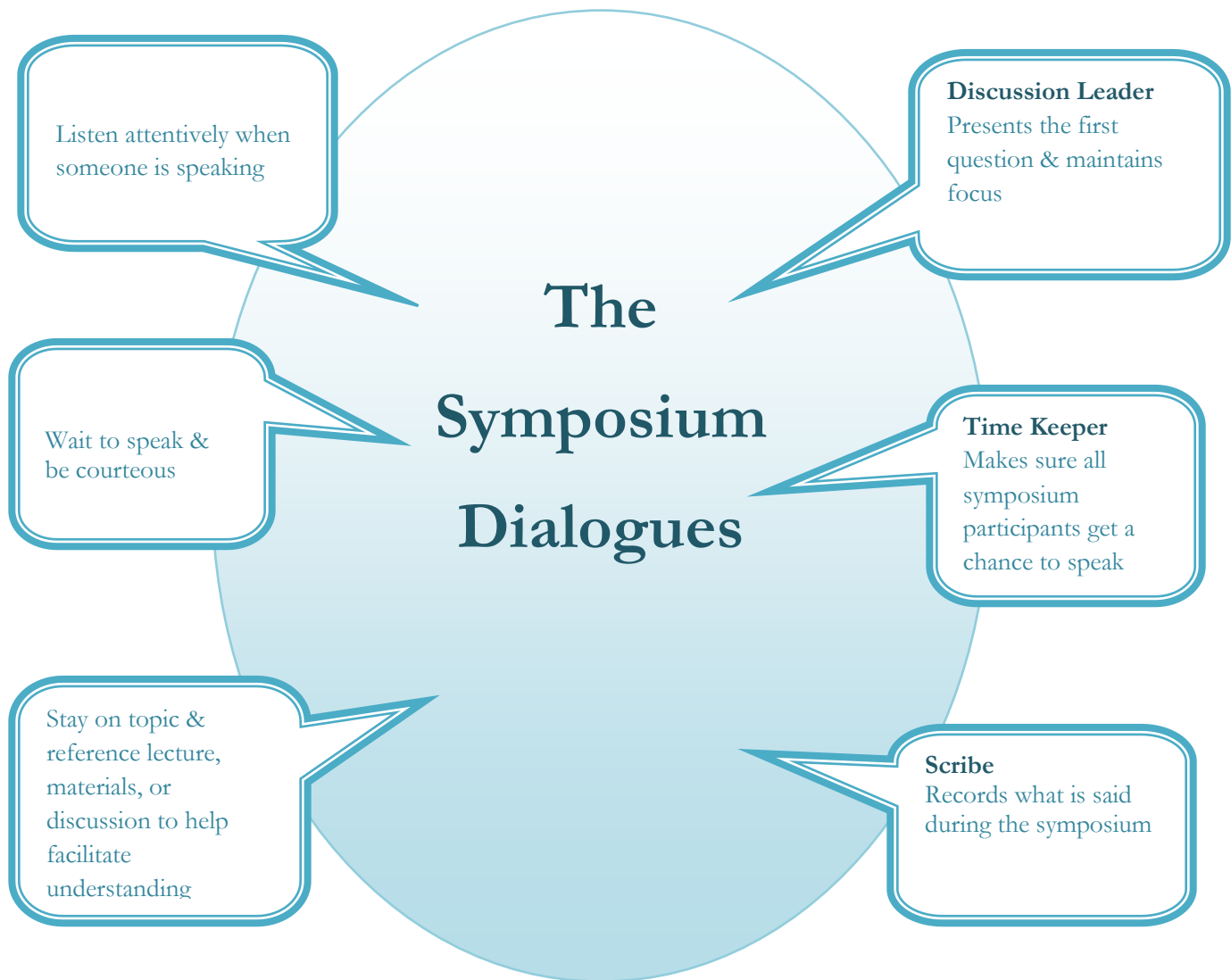


## Guidelines for Symposium Dialogues

In the tradition of a Platonic symposium, learner groups, whether large or small, should take the shape of a circle. There should also be clearly defined rules and expectations that are consistent for every discussion that follows the Symposium model. These rules and expectations are divided into three categories: appropriate conduct, responsibilities, and strategies.

### Appropriate Conduct

### Responsibilities



### Strategies

- A Symposium must begin with an engaging question;
- A Symposium must maintain focus;
- A Symposium must set and meet expectations, including a well defined outcome;
- A symposium must set an end point, allowing time for reporting to the at large class.





# Symposium Dialogue Rubric

Use this rubric to keep track of learners' participation in a Symposium Dialogue. The left column is for learners' names; use either a check mark or a point system to assess the level of participation.

Learners in the Dialogue	Asks a complex question	Refers to another student's idea	Offers a useful connection or brings insight to the dialogue	Assessment of learner's participation
<b>Innovative participation</b> List learners whose participation is exceptional: they share and involve the rest of the group in meaningful discourse.				



## Lesson 3.2



Rate yourself 0 to 5 on each of the four characteristics of a paragraph. You want to make sure you've done everything you can to enhance what you've written before you hand your work over to your editor. It's important to remember that you did not write this for him or her. You wrote it for your audience. Your editor is there to help.

Once you've rated yourself on each of the four characteristics, add the four numbers, and record your score in the space provided at the bottom. A perfect score is 20. You cannot turn your work in with a self-rating score of less than 18. You can certainly ask for help if you're not at that benchmark, but a writer never turns a final draft over to his or her editor until the writer is confident that what the editor has is very good.

CHECK IT!

### THE TOPIC

- Do you have a title?
- Do you have a topic sentence? Where is it?
- Does your topic sentence support the title?
- Does your topic sentence let the reader know what your paragraph is about?

RATING (0-5) \_\_\_\_

### DEVELOPMENT OF DETAILS

- Are your details sufficiently developed ?
- Is your paragraph easy to understand and follow?
- Is your perspective or point of view consistent?
- Is there a beginning, middle, and an end?

RATING (0-5) \_\_\_\_

### UNITY

- Do all of your details support the topic sentence?
- Is there any detail that needs to be eliminated?
- Do you need to add details?

RATING (0-5) \_\_\_\_

### EXPRESSIVENESS

- Did you include any expressive techniques?
- Did you incorporate alliteration somewhere in your paragraph?

RATING (0-5) \_\_\_\_

How do you rate yourself (add the four ratings)? \_\_\_\_

**REMEMBER:** your self-rating score must be no lower than 18 (out of 20). If your score is lower than 18-not to worry. Your instructor can help you raise your score, and good on you if your score is below 18. You're being honest with yourself. That's not an easy thing to do.



## Paragraph Rubric

Characteristic	5. Highly Developed	4. Skillfully Developed	3. Basically Developed	2. Minimally Developed	1. Under Developed
Topic sentence addresses a prompt or establishes a focus for the paragraph	Insightful response to a prompt; innovative introduction of the topic; intelligent word choices establish a sharp focus.	Competent response to a prompt; accurate introduction of the topic; notable word choices establish a clear focus.	Passable response to a prompt; safe introduction of the topic; adequate word choices establish a focus.	Limited response to a prompt; inconsistent introduction of the topic; inadequate word choices do not establish a focus.	Nominal or no response to a prompt; fails to introduce the topic; rambling word choices do not establish a focus.
Detail supports the paragraph's focus as established by the topic sentence (or inference of a topic)	Details are perfectly developed; Language is used to create an enhanced reading experience.	Details are capably developed. Provides the reader with a strong progression of ideas.	Details are recognizably developed. Provides the reader with a reasonable progression of ideas.	Details are inadequately developed. The progression of ideas is not adequate.	Details are not developed. The progression of ideas is not apparent.
The paragraph is unified. The topic sentence and all details are linked and create a holistic written message.	Uses focused & varied sentence structure and domain-specific vocabulary that creates an enhanced reading experience.	Uses consistent sentence structures and limited domain-specific vocabulary.	Uses basic sentence structures and domain-specific vocabulary is part of a narrow lexicon.	Uses sentence structures incorrectly with very little domain-specific vocabulary.	No command of sentence structures or domain-specific vocabulary.
Figurative language-alliteration, hyperbole, metaphors, and similes-are to enhance the reading experience.	Provides unique language; successfully integrates expressive language, increasing the reader's awareness of a topic.	Provides some expressive language; increases the reader's awareness of a topic with straightforward accounting of details.	Provides little expressive language; uneven attempt at bringing the reader to a clear understanding of a topic.	Provides uneven expressive language; little or no attempt to integrate expressive language.	Provides no expressive language, and there's no increase in the reader's awareness of a topic.
Adherence to the central principle of a paragraph: one idea for one paragraph.	Shows insightful understanding of the topic; uses valid reasoning to connect all ideas; there is clearly one idea represented by the paragraph.	Shows understanding of the topic; uses reasoning to connect ideas; there is one idea represented by the paragraph.	Shows some understanding of the topic; uses some reasoning to connect most ideas; there is confusing language that affects focus.	Shows little understanding of the topic; uses invalid reasoning to connect ideas; there is uneven language & focus drifts.	Shows no understanding of the topic; uses no reasoning to connect ideas; there are ideas that cause a great deal of confusion.





## Guidelines for the Symposium Discussion Leader

In the tradition of a Platonic symposium, a discussion leader is appointed in preparation for the dialogue. Where directions will change from one symposium to the next, the discussion leader's responsibilities remain consistent. First and foremost, it is the discussion leader's job to keep the dialogues focused on the symposium topic. It is also the discussion leader's job to explain the topic and discussion rules as directed by the guidelines to the rest of the group and assign tasks when it is appropriate.

### The Descriptive Paragraph

#### Directions for Leading the Lesson 8 Symposium

Each member of your symposium needs to have a copy of the "Paragraph Check" handout. Your instructor will give you a paragraph to read. It's up to you and the members of your symposium to read and critique this paragraph. The scribe for your group will note what you and your group say with regard to the paragraph and you will report your findings to the rest of the class.

When you give your report, you should use the Elmo projector if there is one. Display the paragraph and read it to the class before you report any findings.

If there is a part of the paragraph that is erroneous, mark it with a highlighter or a pen so the rest of the class knows what you are referring to.

Follow the same procedure for any part of the paragraph that is done well. Indicate where it the passage is with a highlighter or pen and tell the class why your group thinks this part of the paragraph is well written.

Whether your group thinks that the paragraph is written well or that the paragraph is not written well, you must provide evidence. Your reporting must include language like this: "The development of details in this paragraph was okay, but there were two problems. In sentence three....., and in sentence seven...."

Lastly, your group will chose one sentence and revise it using sensory detail; you will chose another sentence (you could actually use the same one and write it two different ways) and create descriptive alliteration. You must not lose the writer's intended meaning with your alliterated revisions. Be prepared to read your work to the rest of the class.





## Descriptive Paragraph Example, number 1

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On the corner of a kitchen counter sits my smiling porcelain puppy. I like things to be neat and clean. The puppy's fur is brownish, but I'll bet splashes from the sink cover its ears with yesterday's breakfast. There is a chip above the left eye. I don't know how it got there. Big puppy eyes are outlined in black with thin, dark lashes flowing from the brows. It has a black nose that almost looks wet. Its tongue slips between the lips, and its broad grin disappears into floppy ears. The puppy wears a little dog collar. The left side is light blue, and the right side is red. Surrounding its ankles and disguising its long black tail are big paws. The puppy stands about a foot high. It was a gift from my good friend Terry. This happy figure greets me with a smile every time I wash the dishes.



## Descriptive Paragraph Example, number 2

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My most valuable possession is an old baseball cap. It's part of the uniform from my first team. I taught myself how to catch fly balls and swing a baseball bat. The cap is definitely not fancy. It's just a dirty old cap. It's all scuffed up with dried mud and grass stains. At the top there is suppose to be a little button to keep it looking like a baseball cap. At least that's what I think it was for. The little metal button has been missing for years now. That's why it never leaves my bookshelf. The bill seems stretched out, like I tugged on it too hard. I wanted to play with the big boys, so I'd tug on my cap and stare down a batter. The main part of my cap is shaped like an enormous pear. It makes me wonder what shape my head was in when I was six years old. No matter. It's still my favorite thing. Somehow it fills me with a little joy every time I look up at it.



## Descriptive Paragraph Example, number 3

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Grayson is my handsome Maine Coon cat. He walks with arrogance, performing a ballet of scorn as he slowly lifts and lowers each paw with the daintiness of an aloof tango dancer. His arrogance, however, does not go too far. He spends most of his time indoors watching television and getting chubby. He enjoys TV commercials, especially the lizard that sells insurance. His knowledge of lizards is confined to those commercials. He might daydream about hunting down that lizard, but that's as far as it ever goes. Grayson is fussy about who comes to visit, befriending some and resisting the affections of others. He may nuzzle up against your ankle, imploring you to pet him, or he may mark your favorite pants. Grayson does not do this to seal off his territory. He does it to humiliate me. He is resentful of my friends. After my company flees, I look at the old fleabag snoozing and smiling to himself in front of the television set. I don't know why I always exonerate him for his horrible behavior.



## Guidelines for Symposium Scribe

In the tradition of a Platonic symposium, a scribe is appointed in preparation for the dialogue. It is the scribe's job to take accurate notes. The discussion leader usually reports a symposium's outcome to the instructor or to the class, using the scribe's notes. The scribe can help give the outcome report or be responsible for giving the report. The reporting duties must be determined before the dialogue begins.

### The Descriptive Paragraph

You and your group will follow the "paragraph Check" handout as you critique the paragraph that your instructor gives you. It is your job to record what your group says about each of the four characteristics of a well written paragraph.

#### **The Topic**

What title did your symposium give this paragraph?

Is there a topic sentence? Where is it?

Does the topic sentence support the title?

#### **Development of Details**

Is there sufficient development of detail?

Is it easy to understand and follow?

#### **Participants**

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**Development of Details (continued)**

Is there a beginning, middle, and an end?

**Unity**

Does the development of details support the topic sentence?

Are there any details that do not support the topic sentence? Are there ideas or sentences that should be eliminated?

**Expressiveness**

Is there expressive language in the development of the details?

Are expressive techniques used? Did you find any alliteration?

Chose a sentence, possibly two, and create alliteration while keeping the intended message intact.



## Guidelines for Symposium Time Keeper

In the tradition of a Platonic symposium, a time keeper is appointed in preparation for the dialogue. It is the time keeper's job to help the discussion leader keep the dialogues focused on the symposium topic. The time keeper makes sure that everyone has an opportunity to share, and if a symposium task is timed, he or she must let the group know when time has expired.

### The Descriptive Paragraph

**Time Allotted for Symposium Dialogue** \_\_\_\_\_

**Amount of Time Each Speaker Can Use** \_\_\_\_\_

**Discussion Leader's Directions** \_\_\_\_\_

**Speaker One** \_\_\_\_\_

**Speaker Two** \_\_\_\_\_

**Speaker Three** \_\_\_\_\_

**Speaker Four** \_\_\_\_\_

**Speaker Five** \_\_\_\_\_

**Speaker Six** \_\_\_\_\_

**Speaker Seven** \_\_\_\_\_

**Speaker Eight** \_\_\_\_\_

**Speaker Nine** \_\_\_\_\_

**Reporting Outcomes** \_\_\_\_\_



**Writing a Concise Descriptive Paragraph**

Your assignment is to write a descriptive paragraph. You are going to describe yourself to your classmates and your instructor. Use the sentence assignment from Lesson 6 to help your efforts. Make sure to include alliteration at some point in your paragraph. Once you have a first draft, use the "Paragraph Check" handout to revise your work. Your goal is to write a concise descriptive paragraph, and you must write at least two drafts, a first or rough draft and a second or final draft. Save both drafts for your writing portfolio.

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A series of 20 horizontal lines spaced evenly down the page, providing a writing area for the student's work.





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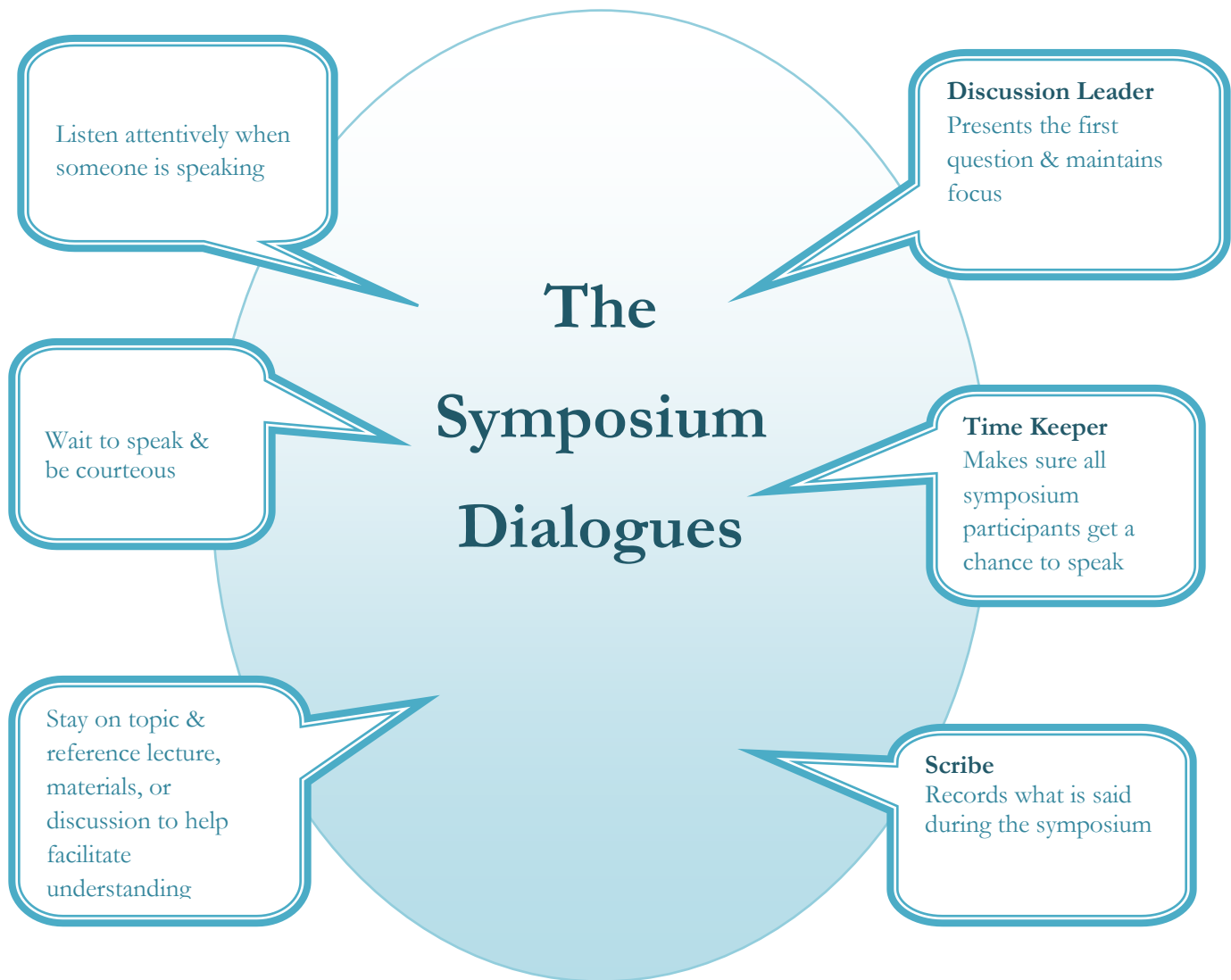


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### Appropriate Conduct

### Responsibilities



### Strategies

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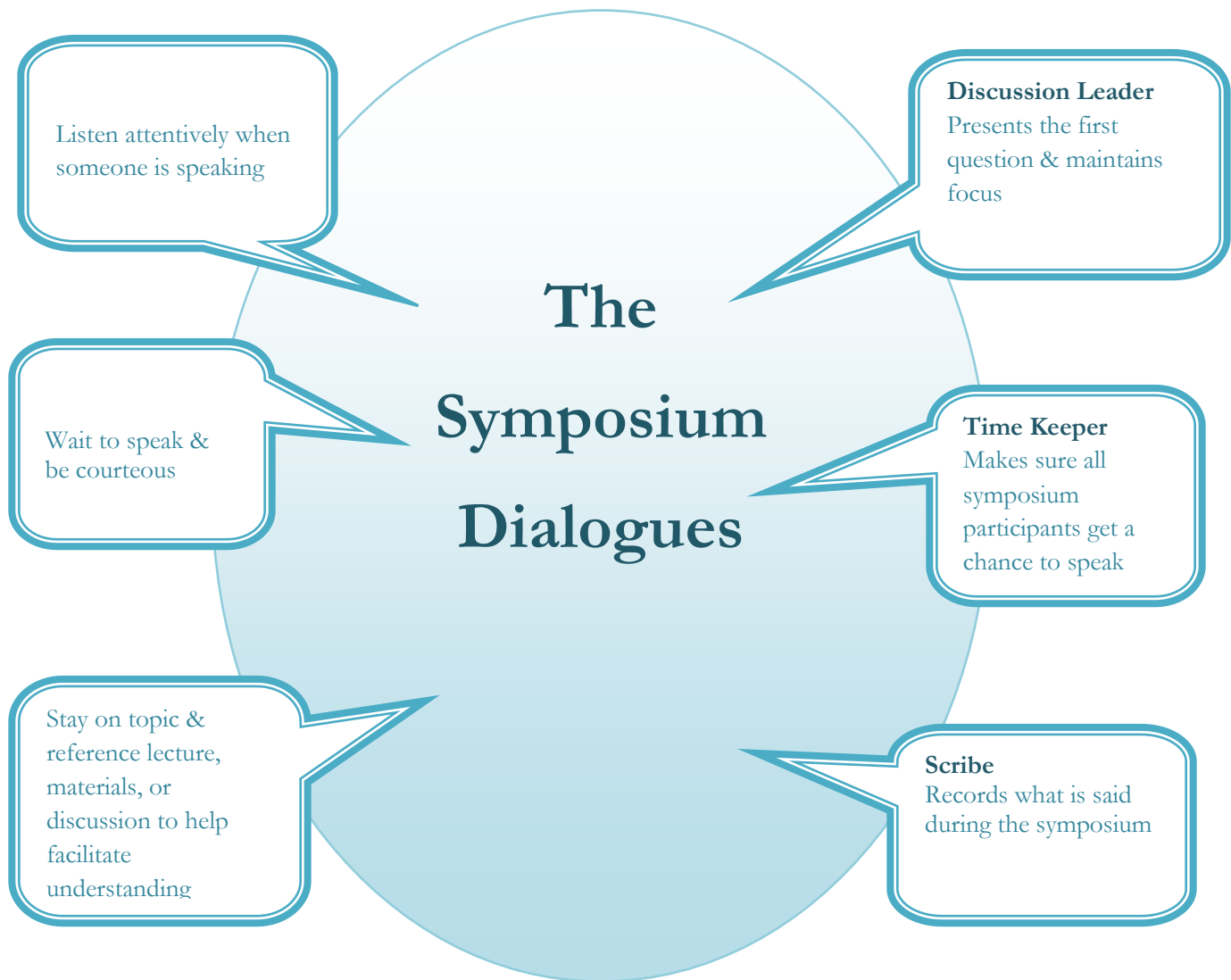


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