

Sistema Universitario Ana G. Méndez
Metro Orlando University Center
Universidad del Este, Universidad Metropolitana, Universidad del Turabo

English 153/Engl 103
Advanced Communicative English

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Study Guide

Course Title: Advanced Communicative English

Course code: ENGL 153

Duration: Eight Weeks

Pre-requisite: ENGL 151-152

Description:

ENGL 153 is an advanced conversational English and writing course. Role-play, oral presentations and other verbal techniques are used. All phases of the writing process are discussed and practiced, including writing good topic sentences, supporting details and paragraph unity.

General Objectives:

By the end of the course, the student will:

1. Communicate effectively in spoken English in a variety of situations ranging in formality from improvisation to prepared oral presentations.
2. Be able to write at least four (4) short compositions based on the Narrative, Descriptive, Expository and Argumentative/Persuasive composition types.

Text Resources:

Strauch, A. (1998). *Bridges to Academic Writing*. New York: Cambridge UP.

Prince, E. (1990). *Write Soon! A Beginning Text for ESL Writers*. Boston: Heinle & Heinle Publishers.

Reid, J. (1998). *The Process of Composition*. New Jersey: Prentice-Hall.

Reference and supplementary material:

Ellis, J. (1998). *Write On! A Grammar-Composition Workbook*. Rio Piedras: Plaza Mayor.

Landau, S. (2000). *Cambridge Dictionary of American English*. NY: Cambridge UP.

Watkins-Goffman, L. & Ruetten M. (1990). *Refining Composition Skills:*

Rhetoric and Grammar. Fourth ed. Heinle & Heinle Publishers.

Computer Lab.

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Evaluation:

Students will be evaluated based on the following criteria.

4 essays or paragraphs	100 points
Writer's journal	100 points
Class Participation	100 points
Final Exam	100 points

The facilitator may discuss with students alternative evaluation guidelines. The appendixes offer versions of rubrics and evaluation criteria that may be used to evaluate the diverse assignments.

Evaluation. Grading Scale:

100-90 A

89-80 B

79-70 C

69-60 D

Essays or paragraphs. Students will write several paragraphs for practice and grading purposes. Each essay will be worth 25 points. Each week it will be a different essay: descriptive, narrative, expository, and persuasive. (See Assignment Policy). All essays should be typed or word processed and double spaced. Rubrics for each essay are available in Appendix A, B, C, and D.

Writer's Journal. You should make at least one entry each week. As you walk into the classroom, please hand in your writer's journal every week! The facilitator will look at your writer's journal and assess that you write entries throughout the course and NOT on the last week only. Every time your facilitator assesses the portfolio, he or she will look at it to check for an entry. Entries for Workshops 1, 2, 5, 6, and 7 will be evaluated for a grade. All other entries will be noted in class participation. (See Appendix E for Evaluation Criteria)

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Class Participation. Class participation will be assessed with the Rubric found in Appendix F.

Computer Lab. Students are required to use the Computer Lab. You will need to record in your Computer Log the time spent in the lab (1 hr. min. /wk) and the lessons you covered. You may log on to Rosetta Stone or Ellis. You will be able to review and reinforce your English skills. Appendix W

Final Exam. The final exam may be subjective and/or objective in-class exam. It will be administered during the eighth and final workshop. The objective part may consist of grammatical exercises in writing. The subjective part will consist of developing an essay in class. The facilitator will decide the details of the final exam.

Description of course policies

1. This course follows the Sistema Universitario Ana G. Méndez Dual-Language Discipline-Based Immersion Model® designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in English and Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified. The language used in the workshops will alternate to insure that 50% of the course will be conducted in English and 50% in Spanish. To maintain this balance, the course module may specify that both languages will be used during the fifth workshop, dividing that workshop's time and activities between the two languages. If students have difficulty with asking a question in the target language in which the activity is being conducted, students may choose to use their preferred language for that particular question. However, the facilitator must answer in the language assigned for that particular day. This should only be an exception as it is important for students to use the assigned language. The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).

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2. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours of preparation but could require more.
3. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.
Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.
4. If a student is absent to more than one workshop the facilitator will have the following options:
 - If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.
 - If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.
5. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.
6. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.
7. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its

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author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own **(See Academic Honesty Policy)**

8. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.
9. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
10. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
11. Children or family members that are not registered in the course are not allowed to the classrooms.
12. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

Note: If for any reason you cannot access the URL's presented in the module, do not limit your investigation. There are many search engines you can use for your search. Here are some of them:

- www.google.com
- www.Altavista.com
- www.AskJeeves.com
- www.Excite.com
- www.Pregunta.com
- www.Findarticles.com

The facilitator may make changes and add additional web resources if deemed necessary.

Teaching Philosophy and Methodology

This course is grounded in the learning theory of Constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. As teachers, our focus is on making connections between facts and fostering new understanding in students. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret and predict information.

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

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Workshop 1

Specific Objectives:

At the end of this workshop, students will be able to:

1. Talk about and discuss the steps in the writing process.
2. Explain the introductory paragraph of an essay.
3. Discuss what constitutes the body of an essay.
4. Differentiate between the three (3) styles of writing a conclusion.

Language Objectives:

1. Students will create a flow chart illustrating the writing process.
2. Students will point out in an introduction paragraph the main idea, audience, thesis statement, and the topic sentence.
3. Students will construct a concept map to show the parts within the body of an essay.
4. Students will label conclusion statements as summary, solution, or recommendation.

Internet Sites

<http://www.ohiou.edu/esl/English/index.html>

<http://www.rhlschool.com/reading.htm>

<http://www.ohiou.edu/esl/English/writing/process.html>

<http://www.angelfire.com/wi/writingprocess/>

[http://www.csbsju.edu/writingcenters/Helpful_Handouts/nine_steps_in_the_writing_p
roces.htm](http://www.csbsju.edu/writingcenters/Helpful_Handouts/nine_steps_in_the_writing_process.htm)

<http://www.mrbuck.crosswinds.net/6StepsoftheWritingProcess.html>

http://www3.nl.edu/centers/cad/resources/resources_001.cfm?RenderForPrint=1

<http://www.newberg.k12.or.us/~nhs/pages/readwrite/writeprocess.htm>

<http://www.sinc.sunysb.edu/Stu/keburke/Flash.html>

<http://owl.english.purdue.edu/workshops/pp/index.html> (scroll down until you find the link to "Finding Your Focus: The Writing Process." It is a PowerPoint presentation.

Download and read.)

Assignments prior to workshop 1:

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1. Visit the web sites and bring written summaries about the information you found on the Writing Process.
2. Navigate and explore some of the websites, so that you get used to using them.
3. Write your first entry in your writer's journal. **Reflect and Write:** Most people do not act on impulse but rather plan and then carry out daily activities and even major events in their lives. Explain if there's any resemblance between this assumption and that of writing a paragraph/essay. See Rubric E p.29

Activities

1. Facilitator will introduce him/herself.
2. Icebreaker activity will be carried out and shared in class.
3. See Appendix G for Icebreaker "Critical Reflection of Self".
4. Guidelines and expectations for the course will be discussed.
5. Divide students in groups of four or less.
6. Assign each group a different website from the list below: (Students should have read and studied these websites prior to the workshop)

<http://www.angelfire.com/wi/writingprocess/>

http://www.csbsju.edu/writingcenters/Helpful_Handouts/nine_steps_in_the_writing_process.htm

<http://www.mrbuck.crosswinds.net/6StepsoftheWritingProcess.html>

http://www3.nl.edu/centers/cad/resources/resources_001.cfm?RenderForPrint=1

<http://www.newberg.k12.or.us/~nhs/pages/readwrite/writeprocess.htm>

<http://www.sinc.sunysb.edu/Stu/keburke/Flash.html>

<http://owl.english.purdue.edu/workshops/pp/index.html> (scroll down until you find the link to "Finding Your Focus: The Writing Process." It is a PowerPoint presentation.

Download and read.)

1. In small groups, students will start the discussion of the Steps of the Writing Process according to each article on the web.
2. Groups will prepare an oral presentation on the different steps.
3. Once every group presents their oral report, class will discuss the similarities and differences of the different websites.

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4. Students will compare their own writing process to the steps studied.
5. Class will decide on the best writing process. They can select one from the ones studied or they can create their own.
6. The facilitator and the students will talk about what a paragraph and what a main idea is. (See PowerPoint Outline in Rubric H).
7. Facilitator hands out Appendix I - "Identifying Topics, Main Ideas, and Supporting Details" Discuss and answer the exercises.
8. Facilitator will lead a group discussion on the purpose of the audience when writing an essay.
9. Students will label the following conclusion statements as summary, solution, or recommendation.
10. _____ Because of money shortage, the scientists can not do proper research, so we can not expand our work.
11. _____ The best thing to do is to choose a particular area of work.
12. _____ Students should be conservative in their spending and stay informed.

Reid, J (1998). The Process of Composition. New Jersey. Prentice-Hall

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Workshop 2

Specific Objectives:

At the end of this workshop, students will:

Talk about and write about a personal experience

1. Brainstorm to explore ideas
2. Use the past tense.
3. Write a descriptive paragraph.

Language Objectives:

1. Students will collect or gather ideas on a topic of their choice.
2. Students will use the correct past tense of the verb in a group of sentences.
3. Students will write a descriptive paragraph using adjectives.

Internet sites:

<http://www.rhlschool.com/reading.htm>

<http://www.urich.edu>

http://ccc.commnet.edu/grammar/quiz_list.htm

<http://ccc.commnet.edu/grammar/index2.htm>

<http://ccc.commnet.edu/grammar/index.htm>

<http://www.englishpage.com/verbpage/verbtenseintro.html>

<http://leo.stcloudstate.edu/acadwrite/descriptive.html>

Assignments prior to workshop 2:

Make a list of possible anecdotes that you would like to share with the class. This could be in your Writer's Journal.

1. Visit the website <http://ccc.commnet.edu/grammar/index2.htm>

Read the information provided about brainstorming

2. Visit the website: <http://www.englishpage.com/verbpage/verbtenseintro.html>

Verbs (past tense)

Read first: <http://www.englishpage.com/verbpage/simplepast.html>,

then do the following exercises:

<http://www.englishpage.com/verbpage/verbs3.htm>

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<http://www.englishpage.com/verbpage/verbs4.htm>

<http://www.englishpage.com/verbpage/verbs5.htm>

<http://www.englishpage.com/verbpage/verbs6.htm>

4. Visit the website <http://webstercommnet.edu/grammar/>
5. In order for you to improve your language skills and continue practicing you are required to use the Computer Lab at least three (3) hours a week. Use Rosetta Stone/Ellis program(s) to practice English. It is important that you print a report provided by these programs as evidence of the time spent and skills practiced. For more information on how to print reports and/or using these programs contact the library officer to assist you.

Activities

1. Socially discuss “Forming the simple past tense”. (Use outline of PowerPoint presentation included in Appendix K.
2. Hand out Exercises on Past Tense. Facilitator can create his/her own, or can use the exercises available in Appendix L.
3. Discuss Appendix J - “Writing a Descriptive Paragraph” and complete the exercise.
4. Complete the following activity: Pair off description - DESCRIBE YOUR CLASSMATE
5. Interview one classmate with the purpose of discovering one significant and important characteristic which makes him/her a unique and special person.
6. Write a descriptive paragraph, about the person you interviewed.
7. The paragraphs should mention the person by name and describe one characteristic about the person which makes them an interesting and unique personality.
8. The paragraph should be between 8 and 10 sentences in length and begin with a summarizing topic sentence.
9. This is the student’s Descriptive Paragraph. Use the rubric available in Appendix A to evaluate the student’s work.

Workshop 3

Specific Objectives:

At the end of this workshop, students will:

1. Make an outline
2. Edit and proofread their work.
3. Write a narrative paragraph or essay.

Language Objectives:

1. Students will organize excerpts they have read on narrative paragraphs in the form of an outline.
2. Students will exchange papers and use proofreading symbols to make corrections/suggestions.
3. Students will write a first draft of a narrative essay. They will use conventional standards of writing English.

Internet sites:

<http://leo.stcloudstate.edu/acadwrite/narrative.html>

http://papyr.com/hypertextbooks/engl_101/narrativ.htm

<http://webster.commnet.edu/grammar/composition/narrative.htm>

<http://www.rscclcc.tn.us/owl&writingcenter/OWL/Narration.html>

<http://ncnc.essortment.com/personalnarraruc.htm>

<http://staff.gc.maricopa.edu/~mdinchak/101online/narrative.htm>

<http://www.sirinet.net/~project/BufaloSoldiersExampleNarrative.html>

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Assignments prior to workshop 3

1. Visit the website <http://ccc.commnet.edu/grammar/index2.htm>
 Read the information provided about
 Outlining
 Editing/Proofreading
2. Look for the Essay and Research section and find information about
 Outlining
 http://ccc.commnet.edu/grammar/composition/brainstorm_outline.htm
 http://owl.english.purdue.edu/handouts/general/gl_outlin.html
 Proofreading symbols
 <http://ccc.commnet.edu/writing/symbols.htm>
 Narrative and Descriptive
 <http://ccc.commnet.edu/grammar/composition/narrative.htm>
 <http://leo.stcloudstate.edu/acadwrite/narrative.html>
 http://papyr.com/hypertextbooks/engl_101/narrativ.htm
 <http://webster.commnet.edu/grammar/composition/narrative.htm>
 <http://www.rscclcc.tn.us/owl&writingcenter/OWL/Narration.html>
 <http://ncnc.essortment.com/personalnarrarucucu.htm>
 http://essayinfo.com/essays/narrative_essay.php
 <http://staff.gc.maricopa.edu/~mdinchak/101online/narrative.htm>
 <http://www.sirinet.net/~project/BufaloSoldiersExampleNarrative.html>
3. In order for you to improve your language skills and continue practicing you are required to use the Computer Lab at least three (3) hours a week. Use Rosetta Stone/Ellis program(s) to practice English. It is important that you print a report provided by these programs as evidence of the time spent and skills practiced. For more information on how to print reports and/or using these programs contact the library officer to assist you.
4. **Reflect and Write:** In your opinion, what makes a person a better writer. Explain and give supporting details. Include this entry in your journal

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1. Facilitator and students will discuss Outlining conventions. Use copies of http://owl.english.purdue.edu/handouts/general/gl_outlin.html
2. In small groups (no more than four (4), students will discuss the most important aspects of a narrative essay. They can use the websites they have visited in order to do so.
3. Students will use an outline to report their findings. Let them decide what type of outline they will use to organize all the materials and information they found about Narrative Paragraphs/Essays. They will hand in one outline per group. Make sure students write their names on the outline.
4. Students will brainstorm their ideas to write a narrative paragraph.
5. Remind students that Narrative Essays will always tell a story. It usually talks about one event.
6. Refer students to Appendix O - "Narrative Writing Prompts". Have students individually select a prompt or create one of their own to write a narrative essay.
7. They should follow the writing process and they may do all the brainstorming, outlining, pre-writing, and drafting in their writer's journal.
8. Have students complete a narrative essay (First draft).
9. Have students exchange their paper (draft) with another student. In pairs, students will proofread the other student's work using the proofreading symbols. (Refer back to <http://ccc.commnet.edu/writing/symbols.htm>).
10. Students will evaluate their work using the rubric provided in Appendix B.
11. Students should hand in (draft with other's student's comments, final essay and they should assess themselves with the rubric and turn in their self-assessment.
12. This will become their Narrative Essay. It will be graded. (Use Appendix B)

Workshop Four

Specific Objectives:

At the end of this workshop, students will:

1. Provide supporting details
2. Use parallel points
3. Use signals to introduce examples, reasons and points.

Language Objectives:

1. Students will use techniques of support: facts, examples, physical description, and personal experience.
2. Students will correct errors in parallelism in a group of sentences.
3. Students will discuss as a group the grammatical function of transition words and what they may signal to the reader.

Internet sites

<http://www.rhlschool.com/reading.htm>

<http://www.ohiou.edu/esl/English/index.html>

<http://www.geocities.com/SoHo/Atrium/1437/>

<http://www.issstthomas.edu/studyguides/wrtstr4>

<http://members.tripod.com/~lklivingston/essay/links.html>

<http://www.rhlschool.com/reading.htm>

<http://www.ohiou.edu/esl/English/index.html>

<http://ccc.commnet.edu/grammar/>

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Websites per group for group mini-lesson:

Parts of a Sentence (Group 1)

<http://ccc.commnet.edu/grammar/definitions.htm>

<http://www.say-it-in-english.com/BasicEnglish3.html>

<http://www.geocities.com/Athens/Academy/5411/sentparts.html>

<http://athena.english.vt.edu/~IDLE/Gym2/s1.intro.html>

http://learnline.ntu.edu.au/studyskills/wr/wr_se_pa_cl.html

Clauses and Phrases

Dependent & Independent Clauses (Group 2)

<http://ccc.commnet.edu/grammar/clauses.htm>

http://owl.english.purdue.edu/handouts/grammar/g_clause.html

http://owl.ccd.ccoes.edu/owl/handouts/DepInd_Exp.html

<http://users.ipfw.edu/blythes/teach/toolkit/dc.htm>

Clauses and Phrases

Writing Concise Sentences (Group 3)

<http://ccc.commnet.edu/grammar/concise.htm>

<http://www.cit.gu.edu.au/~mf/wrsk/wrskres.html>

http://uptitb.tripod.com/quiz/writing_concise.htm

<http://users.ipfw.edu/wellerw/concisesentnces.htm>

http://webster.commnet.edu/grammar/quizzes/wordy_quiz.htm

Clauses and Phrases

Parallel Structure (Group 4)

<http://www.cit.gu.edu.au/~mf/wrsk/wrskres.html>

<http://webster.commnet.edu/grammar/parallelism.htm>

<http://humanities.ucsd.edu/writing/grammar/21parallel.htm>

http://www.bewrite.net/community/tips/parallel_construction.htm

http://owl.english.purdue.edu/handouts/grammar/g_parallel.html

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Clauses and Phrases

Avoiding Run-On Sentences (Group 5)

<http://www.cit.gu.edu.au/~mf/wrsk/wrskres.html>

<http://humanities.ucsd.edu/writing/grammar/7runon.htm>

http://webster.commnet.edu/cgi-shl/quiz.pl/run-ons_add1.htm

http://www.stjohnsprep.org/teachers/kwhalley/grammar/webpages/run-ons_files/frame.html

http://www.ngberger.com/free/Grammar_practice_materials/Grammar_practice_materials-20.htm

Clauses and Phrases

Avoiding Sentence Fragments (Group 6)

<http://www.cit.gu.edu.au/~mf/wrsk/wrskres.html>

<http://humanities.ucsd.edu/writing/workshop/fragments.htm>

<http://www.mc.maricopa.edu/dept/d34/rel/writing/fragment.htm>

http://www.stjohnsprep.org/teachers/kwhalley/grammar/webpages/fragments_files/frame.html

Assignments prior to workshop 4

1. The facilitator will assign students to small groups. (See Appendix V)
2. Groups will be asked to prepare and share a mini-lesson on a topic.
3. Go to the web and visit the sites assigned for this workshop. You may also explore and use other websites.
4. Prepare a plan for your class. You will have a maximum of 15 -20 minutes for your presentation.
5. Make sure your class includes exercises for the whole group to do and discuss.
6. In order for you to improve your language skills and continue practicing you are required to use the Computer Lab at least three (3) hours a week. Use Rosetta Stone/Ellis program(s) to practice English. It is important that you print a report provided by these programs as evidence of the time spent and skills practiced. For more information on how to print reports and/or using these programs contact the library officer to assist you.

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6. **Reflect and Write:** It is now midpoint since we started this class. How much have you learned and has the class met your expectations?

Activities

1. Facilitator will return corrected assignments.
2. Students will present their mini-lesson on the topic they were assigned.
(Reminder: up to 20 minutes per each group. It is suggested that the facilitator have additional exercises in case additional practice is needed.)
3. Students will create their own sentences using parallel points. Students will then exchange papers and make corrections/suggestions
4. Facilitator will give a list of topics and students will work in groups to use sentences of support. * See Language Objective #1
5. Facilitator will provide an exercise to practice reasons and points to validate an argument.
6. Generate a discussion on transition words. Students will count off till six or so until everyone has a number. The students will then work in their number groups and create sentences that would need transition words.

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Workshop Five

Specific Objectives:

At the end of this workshop, students will be able to:

1. Explain direct quotations
2. Use direct quotations
3. List the 3 W's
4. Name the functions of an Expository Essay.
5. Write an expository essay

Language Objectives:

1. Students will use quotation marks (" ") when reporting direct speech in an assigned paragraph.
2. Students will answer one or more of the following question words: What, Where, When, and Why in an expository essay.
3. Students will write the first draft of an expository essay. The purpose of this essay is to explain not persuade.

Internet Sites (For this workshop all websites that were used in Workshops One through Four may be used.) In addition to these:

<http://www.geocities.com/SoHo/Atrium/1437/structure.html>

<http://www.gc.maricopa.edu/English/essay/>

<http://www.rhlschool.com/reading.htm>

http://ccc.commnet.edu/grammar/five_par.htm

http://www.iss.stthomas.edu/studyguides/5paragraph_edit.htm

<http://www.ohiou.edu/esl/English/index.html>

<http://cw.prenhall.com/troyka/chapter1/group2/deluxe-content.html>

<http://www.ohiou.edu/esl/help/plagiarism.html>

<http://www.iei.uiuc.edu/web.pages/readinglist.html>

Assignments prior to workshop five

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1. Visit the website <http://ccc.commnet.edu/grammar/index.htm> and answer the following exercises.

Quotation marks

2. Also read the information about how to avoid plagiarism on the following website: <http://www.ohiou.edu/esl/help/plagiarism.html>
3. Also visit and read: <http://www.ohiou.edu/esl/English/index.html> .Expository Essay (<http://www.iss.stthomas.edu/studyguides/wrtstr3.htm> and <http://web.uvic.ca/wguide/Pages/ExpositoryEssay.html>)
4. In order for you to improve your language skills and continue practicing you are required to use the Computer Lab at least three (3) hours a week. Use Rosetta Stone/Ellis program(s) to practice English. It is important that you print a report provided by these programs as evidence of the time spent and skills practiced. For more information on how to print reports and/or using these programs contact the library officer to assist you.

5. Reflect and Write: This is your next journal entry: What are some of the characteristics of a good writer?

Activities

1. From Workshop 5, students had been assigned an Expository Essay. They should prepare it and hand in during Workshop 6.
2. Facilitator and students will talk about the functions of an expository essay and their ways of organization. (Use PowerPoint outline provided in Appendix O).
3. Refer students to Appendix P, where students will study and write a Process Analysis Essay on making Peanut Butter and Jelly Sandwiches.
4. Assign students to write an Expository essay as homework. Discuss the rubric to be used to evaluate the essay (Appendix C.)
5. Discuss uses of Quotation Marks. (Use outline of PowerPoint Presentation available in Appendix M.
6. Have students practice the use of quotation marks by completing an exercise.
7. Students will work with a partner. Given the following list of topics, the students will find at least 3 W's for each topic.

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Cross-Cultural Classrooms

Computers

Genetics

English as a Second Language

8. Write your reaction to: One Third of your Life is Spent Sleeping. Defend your position.

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Workshop Six

Specific Objectives:

At the end of this workshop, students will:

1. Participate in a Writer's Workshop and react to classmate's writing.
2. Use commas correctly in sentences
3. Avoid comma splices
4. Write a persuasive/argumentative essay

Language Objectives:

1. Students will discuss orally the conventions of grammar pertaining to commas.
2. Students will use the semicolon and conjunctions in sentences to avoid the comma splice.
3. Students will write a persuasive essay using logic and reason.

Assignments prior to workshop six

1. Students should select a journal entry, revise and edit it. Develop into a polished product. They should bring in copies for everyone and be prepared to share with their classmates. (Writer's Workshop)
2. Find information about the uses of comma.
3. Answer exercises or quizzes from the websites on comma splice.
4. In order for you to improve your language skills and continue practicing you are required to use the Computer Lab at least three (3) hours a week. Use Rosetta Stone/Ellis program(s) to practice English. It is important that you print a report provided by these programs as evidence of the time spent and skills practiced. For more information on how to print reports and/or using these programs contact the library officer to assist you.
5. **Reflect and Write:** Write an entry in your journal on an article that caught your attention in this week's press.

Activities

1. Students hand in their assignment (Expository Essay).
2. Sit students in a circle. Ask students to voluntarily share the paper they brought in for the Writer's Workshop.

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3. Have students read the essay or paragraph and react to the writing.
4. Students may react personally and professionally to the papers.
5. Ask students to talk about the positive aspects of the writing. What has the writer done right and how they think this paper can be better?
6. Share around 3 to 4 papers or as time allots.
7. Facilitator will start a discussion about the uses of comma and define what a comma splice is. (Refer to PowerPoint Outline provided in Appendix Q)
8. Students will review their internet quizzes and clear doubts.
9. Facilitator will begin a discussion on Argumentative/Persuasive Essay. (Refer to PowerPoint Outline in Appendix R)
10. Hand out sample essay. (Use <http://members.tripod.com/~lklivingston/essay/links.html> or Handout provided in Appendix S. It is the same essay).
11. Assign students to write a Persuasive/Argumentative Essay and hand in for next week. Discuss the evaluation criteria available in Appendix D.

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Workshop Seven

Specific Objectives:

At the end of this workshop, students will be able to:

1. Review the four types of essays
2. Review grammar usage rules discussed through out the course
3. List the parts of a five paragraph essay
4. Discuss why a five paragraph essay is considered academic writing.

Language Objectives:

1. Students will read and label several paragraphs as Persuasive, Expository, Descriptive, and Narrative.
2. Students will apply grammar rules to correct faulty sentences.
3. Students will read and label a five paragraph essay.

Assignments prior to workshop seven

1. Visit the websites and find information and review the material, skills and topics discussed in class. Write down your doubts or questions. Bring them in to class.
2. Read on the Five Paragraph Essay on the following websites:
 - <http://www.geocities.com/SoHo/Atrium/1437/structure.html>
 - <http://www.gc.maricopa.edu/English/essay/>
 - http://www.iss.stthomas.edu/studyguides/5paragraph_edit.htm
 - http://ccc.commnet.edu/grammar/five_par.htm
3. In order for you to improve your language skills and continue practicing you are required to use the Computer Lab at least three (3) hours a week. Use Rosetta Stone/Ellis program(s) to practice English. It is important that you print a report provided by these programs as evidence of the time spent and skills practiced. For more information on how to print reports and/or using these programs contact the library officer to assist you.
4. **Reflect and Write:** Which type of paragraph do you prefer to write and why? Give examples.

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1. Facilitator guides a discussion reviewing details about grammar and the different types of essays. The facilitator can use a game or a social discussion.
2. Facilitator will lead discussion on the five paragraph essay: (introductory paragraph, three or four body paragraphs, and a concluding paragraph).
3. Students will work in groups to develop an “essay map”.
4. Facilitator will assign each group a topic and they will develop an essay.
5. Each group member will work on one part of the essay. They will self evaluate their work.
6. Each group will present their essay map on chart paper to the class as time allows.
7. Facilitator will show a list of topics. Students are to put them under the correct group: Narrative, Descriptive, Expository, and Persuasive

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Workshop Eight

Specific Objectives:

At the end of this workshop students will:

1. Summarize
2. React to reading.
3. Answer objective questions about grammar usage in writing
4. Write an in-class essay as a final exam

Language Objectives:

1. Students will paraphrase to summarize an article.
2. Students will complete sentences using the correct part of speech.
3. Students will show mastery in writing an essay. They will create an essay using writing conventions.

Assignments prior to workshop seven

1. Visit the site <http://www.iei.uiuc.edu/web.pages/readinglist.html> and select an article from any of the sources that might interest you. You can also bring in an article you have found in a magazine or newspaper.
2. Print it and bring it to class and complete a KWL chart provided in Appendix T.
3. Read **one** of the excerpts that appear on Appendix U and complete a reader's response chart. This KWL Chart should appear in your Writer's Journal.
4. In order for you to improve your language skills and continue practicing you are required to use the Computer Lab at least three (3) hours a week. Use Rosetta Stone/Ellis program(s) to practice English. It is important that you print a report provided by these programs as evidence of the time spent and skills practiced. For more information on how to print reports and/or using these programs contact the library officer to assist you.
5. **Reflect and Write:** What are your immediate plans after you finish this class and how are you preparing for that moment?

Universidad del Este, Universidad Metropolitana, Universidad del Turabo**Activities**

1. Facilitator guides a discussion reviewing details about grammar and the different types of essays. The facilitator can use a game or a social discussion.
2. Students will take the exam. Allow at least two hours for the exam.
3. Facilitator will lead a discussion on plagiarism and summarizing an article or reading selection.
4. In small groups, students will make a list of all techniques that can be used to summarize an article.
5. Using an outline, students will synthesize the article from the web.
6. Students will write a paragraph(s) to summarize the selection with the information from the outline.
7. Have students share their articles. They can first talk about what they knew on the topic of the article before they read it, then what they wanted to learn and what they learned from the article. In other words share the summary of their article.
8. Students are to jot down questions they may have. Facilitator will open the floor for questions.
9. Students will take the exam. Allow at least two hours for exam.
10. Turn in your Writer's Journal.

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Appendix A

Descriptive Essay Rubric

Adapted from The Writer's Craft, McDougal, Littell. 1995.

(25 points for this essay)

Is this a Descriptive Essay	Yes (1)	No (0)
	1	0

Content	Acceptable (1)	Good (2)	Exemplary (3)
1. Maintains a specific focus and a clear sense of purpose.			
2. Uses sensory details and precise verbs, nouns, and modifiers to create a vivid picture, establish mood, or express emotion.			
3. Gives enough details to support and elaborate the main idea			
Form	Acceptable (1)	Good (2)	Exemplary (3)
4. Demonstrates an effective organizational strategy, such as spatial order, order of importance, or order of impression.			
5. Includes sentences with a variety of structures.			
Style/Audience Awareness	Acceptable (1)	Good (2)	Exemplary (3)
6. Writes with audience (the person or group identified by the topic) in mind. Uses vocabulary (words) that expresses the meaning clearly. Uses sentences that make the main idea or thesis interesting to the audience.			
Grammar, Usage, and Mechanics	Acceptable (1)	Good (2)	Exemplary (3)

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7 Contains few errors in grammar and usage.			
8. Contains few errors in spelling, capitalization, and punctuation.			

Additional Comments:

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Appendix B

Rubric for Assessment of the Narrative Essay

(maximum of 25 points for the essay)

Point Value	5 points	4 points	3 points	1-2 point
Thesis	There is one clear, well-focused thesis. Thesis is explained in detail by the narrative and in the other paragraphs.	Thesis is general; the narrative explains the thesis.	Thesis and narrative are present, but the relationship is not developed.	Vague or unclear thesis with no relationship to the narrative.
Introduction/ Conclusion	Introduction is inviting, states the thesis, and previews the structure of the paper. Conclusion is strong and states the point of the paper.	Introduction clearly states thesis and previews structure, but is not particularly inviting to reader. Conclusion is recognizable and ties up almost all loose ends.	Introduction states thesis but does not adequately preview the structure, nor is it particularly inviting. Conclusion is recognizable, but does not tie up all loose ends.	There is no clear introduction of the main topic or structure of the paper. There is no clear conclusion, the paper just ends.
Details	Relevant, telling, quality details give important information, going beyond the obvious or predictable. Details are in logical order. The narrative is developed with a consistent and effective point-of-view, showing the story in detail.	Supporting details are relevant, but not fully developed. Details are in logical order, but may be presented in less interesting ways. The narrative shows events from the author's point of view, but may have some inconsistencies or lack detail.	Supporting details are not explained fully. Some details not in logical or expected order and this is distracting. The narrative shows the events, but lacks details.	Supporting details are a seemingly random collection of information, unclear, or not related to the thesis. Many details not in a logical or expected order; a sense of disorganization. The narrative is undeveloped, and tells rather than shows, the story.
Style Voice Audience Fluency	Appropriate tone, distinctive and consistent voice; Reader's questions are anticipated and answered. Sentences varied for rhetorical effect; Vivid diction, precise word choices.	Appropriate tone; mostly consistent voice. Reader's questions are anticipated and answered to some extent. Most sentences well-constructed with varied structure; Jargon-free word choice.	Appropriate tone; voice may show several inconsistent shifts. Reader is left with one or two questions, more information needed. Most sentences natural-sounding, but several are stiff and awkward, or difficult to understand. One or two slang or jargon phrases.	Inappropriate tone; voice shifts are distracting. Reader is left with several questions. Sentences are awkward, distractingly repetitive, or difficult to understand. Several are incomplete or rambling. Word choices include several slang phrases.
Mechanics Grammar Spelling	Consistent standard English usage, spelling, and punctuation. No errors.	1 to 2 errors in usage, spelling, and punctuation that distract.	3-4 errors that distract the reader.	More than 4 distracting errors in usage, spelling, or punctuation

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Appendix C

Evaluating the Expository Essay (25 points)

1. Was the writer's purpose in this piece was clearly to *explain* rather than persuade, narrate or describe?

Circle one. Yes - Generally - Somewhat - No

2. Was the writer's thesis statement clear and well worded?

Circle one. Yes - Generally - Somewhat - No

3. Did the introduction catch your attention and make you want to read the essay?

4. Did the essay contain at least *three* specific examples or narratives that were colorful and interesting?

Circle one. Yes No

Directions: Rate the critical elements of essay using keys at the right and then calculate a final score using the formula below.

		Key	
	Focus	5	Focused on the topic, purposeful & reflects insight
		4	Focused, on topic and includes few, if any, loosely related ideas
		3	Focused but may contain ideas that are loosely connected to the topic
		2	Addresses topic but may lose focus by including extraneous or loosely related ideas
		1	Addresses topic but may lose focus by including extraneous or loosely related ideas
	Organization	5	Logical Progression of Ideas
		4	Transitional devices strengthen organization
		3	Lacks logical progression of ideas
		2	Includes a beginning, middle and end, but these elements may be brief
		1	Has an organizational pattern, but may lack completeness or closure
	Conventions	5	Sentence structure varied, Few errors
		4	Occasional errors; word choice is adequate
		3	General conventions are used

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		2	Errors in basic conventions, but common words are spelled correctly
		1	Frequent and blatant errors in basic conventions; commonly used words may be misspelled
	Understanding	5	Mature understanding
		4	Commonplace understanding
		3	Partial/limited understanding
		2	Definite misunderstanding
		1	Obvious misunderstanding
	Support	5	Specific Details
		4	Lacks specificity and support is loosely developed
		3	Development of support is uneven
		2	Development of support is erratic and nonspecific
		1	Little, if any, development of the supporting ideas; support may consist of generalizations or fragmentary lists.

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Appendix D

Persuasive Essay Rubric

Adapted from The Writer's Craft, McDougal, Littell. 1995.

(25 points)

Is this a Descriptive Essay	Yes (1)	No (0)
	1	0

Content	Acceptable (1)	Good (2)	Exemplary (3)
1. Defines an issue clearly in the introduction.			
2. Sets forth both sides of the issue and states the writer's position. Anticipates and answers possible challenges.			
3. Uses persuasive language precisely and effectively. Uses language appropriate for the audience			
4. Elaborates on the writer's position with facts, examples, authoritative opinions, and other appropriate details. Avoids illogical arguments.			
5. Includes a strong conclusion that sums up the reasoning.			
Form	Acceptable (1)	Good (2)	Exemplary (3)
6. Demonstrates effective paragraphing.			
7. Uses transitions as necessary to maintain coherence within and between paragraphs.			
Grammar, Usage, and Mechanics	Acceptable (1)	Good (2)	Exemplary (3)
8. Contains few errors in grammar and usage, spelling, capitalization, and punctuation.			

Additional Comments:

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Appendix E
Writer's Journal Process Rubric

I will skim and scan your journal for new entries every week. Five entries will be scored for a grade: Workshops 1, 2, 5, 6 and 7. However you should have at least one entry every week. You must hand in your journal entry at the beginning of the class.

This is what I will be looking for:

Student's Name _____

Journal # _____

Date _____

Workshop # _____

Criteria	Maximum Points	Actual Score
Your entry seems to show you dedicated time and effort to writing. It develops the ideas thoroughly	If so, you get 4 points	
Student uses critical thinking to express ideas and projects a deep understanding of the topic.	If so, you get 4 points	
You don't have a journal entry for this week.	If so, you get 0 points	
Sentences are written using appropriate syntax, punctuation verb usage, and grammar	If so, you get 4 points	
Your entry is very short. One or two sentences	If so, you get 0 points	
Sentences are written using appropriate syntax, punctuation, verb usage, and grammar..	If so, you get 4 points	
Was the journal available at the	If so, you get 4 points	

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beginning of the class or when the facilitator requested it?		
Did you hand it in later?	If so, you get 0 points.	
TOTAL		

Appendix F**PARTICIPATION APPRAISAL**

Name: _____ Date: _____

This appraisal form is to be used to evaluate your in-class participation and leadership.

This is how I will evaluate how you got involved in both class discussions and group activities. I will circle the value I believe best describes the value to be assessed in each area. Then I will total the score at the bottom of the form to determine your overall participation level. The maximum score is 50 points. The amount you have will be turned into a percentage. For example $45/50 = 90\%$

Attendance: If you are absent, you will not earn the points for that workshop.

Group Involvement: (Rate 1-low to 5-high)

Circle One

Added to group discussion frequently	1	2	3	4	5
Showed interest in the group discussion and activities	1	2	3	4	5
Led group discussions	1	2	3	4	5
Asked questions of others	1	2	3	4	5
Was prepared for group discussions	1	2	3	4	5
Participated freely and cooperated to assist the group	1	2	3	4	5
Added to class discussions frequently	1	2	3	4	5
Asked pertinent questions in class	1	2	3	4	5
Came prepared to each class (Brought homework, had read)	1	2	3	4	5
Computer Lab.	1	2	3	4	5

FINAL GROUP AND CLASS PARTICIPATION GRADE /50

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Appendix G

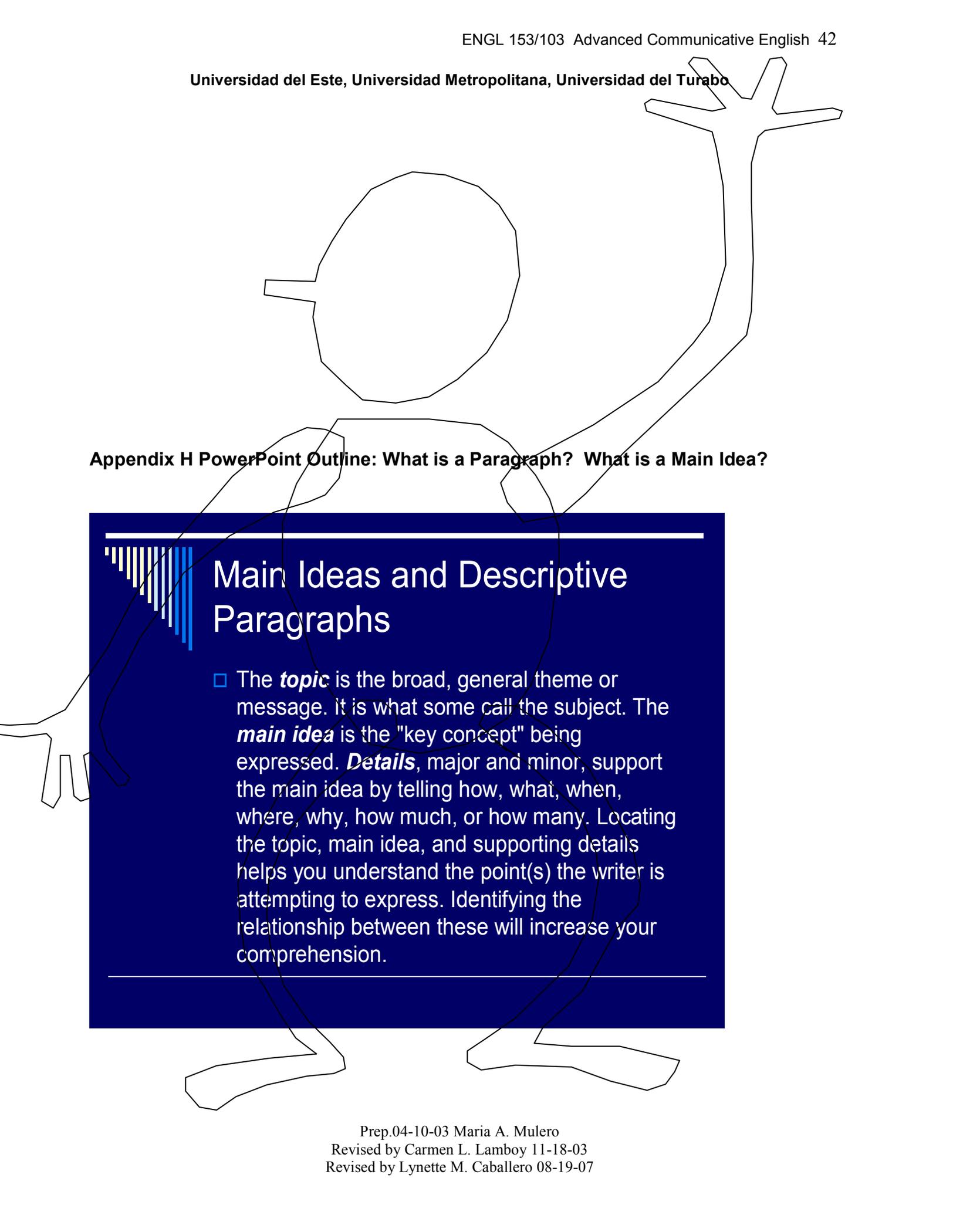
Critical Reflection of Self

Instructions

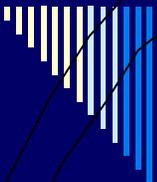
SUPPLIES: Markers and large poster paper or newsprint or a full-size letter sized drawing of a person.

INSTRUCTIONS:

1. You will each receive a sheet of paper and you can all share markers.
2. Draw a picture of yourself and follow the directions below:
 - a. At the head you should write or symbolize something you dream about.
 - b. At the eyes you should write a news headline that you would like to read.
 - c. At the heart you should write the names of people you love.
 - d. At the nose you should write **three** smells that you like.
 - e. At the hands you should write something you'd like to have.
 - f. At the waist you should write about a habit that you would like to break.
 - g. At the feet you should write a place you'd like to visit.
3. Share drawings with the other people in the class.

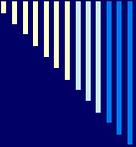


Appendix H PowerPoint Outline: What is a Paragraph? What is a Main Idea?



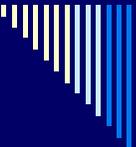
Main Ideas and Descriptive Paragraphs

- The **topic** is the broad, general theme or message. It is what some call the subject. The **main idea** is the "key concept" being expressed. **Details**, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many. Locating the topic, main idea, and supporting details helps you understand the point(s) the writer is attempting to express. Identifying the relationship between these will increase your comprehension.



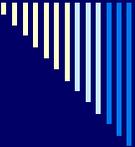
What is a paragraph?

- A paragraph is a group of sentences related to a particular topic, or central theme. Every paragraph has a key concept or main idea. The main idea is the most important piece of information the author wants you to know about the concept of that paragraph



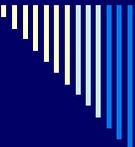
Topic Sentence

- A writer will state his/her main idea explicitly somewhere in the paragraph. That main idea may be stated at the beginning of the paragraph, in the middle, or at the end. The sentence in which the main idea is stated is the **topic sentence** of that paragraph



Topic Sentence

- The topic sentence announces the general theme (or portion of the theme) to be dealt with in the paragraph. It is usually first - and for a very good reason. This sentence provides the focus for the writer while writing and for the reader while reading.



Identifying the Topic

- The first thing you must be able to do to get at the main idea of a paragraph is to identify the topic - the subject of the paragraph.
- Ask yourself the question, "What is this about?" Keep asking yourself that question as you read a paragraph, until the answer to your question becomes clear.

Appendix I - Identifying Topics, Main Ideas and Supporting Details

Finding the Main Idea

You are on your way to AmLa, and your friend asks you the movie you saw last night. Your friend doesn't have time to listen about the whole two hours of the movie, class but you can tell you a few sentences what the movie is about.

What's it all about?

The answer to this question is the **main idea**. The **Main idea** what a paragraph or an article is about. "Main" means what is important, or key, the heart of the matter. "Idea" means the thesis or the topic.

Finding the Main Idea

In English paragraphs, the **Main Idea** will most likely found in one of these five places:

in the first sentence in the last sentence in the middle of the paragraph in two sentences of the paragraph not stated in the paragraph directly (implied)

Read the following paragraphs and tell where the main idea is located.

A. Despite the hatred that most people feel toward cockroach do help humans in several ways. For example, they are perfect experimental animals and are used for scientific research in the laboratory. Breeding them is easy, for they thrive under special conditions. In studies on nutrition and food, cockroaches are subjects because they will eat any kind of food. They can be study heart disease, and cancer researchers work with roaches because they grow cancerous tumors like those that are found humans.

- 1) in the first sentence
- 2) in the last sentence
- 3) in the middle of the paragraph
- 4) in two sentences of the paragraph
- 5) not stated in the paragraph directly (implied)

B. About 300 million years ago, long before dinosaurs ruled the earth, the cockroach already had been here for a long time. We can only guess at why it has not become

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extinct, but the physical assets of the cockroach provide a major reason for its survival. The cockroach's body is very flat, allowing it to slip into tiny cracks and crevices, and its six strong running legs give it unmatched powers of escape. Two small feelers detect movements and changes in air currents, thus warning the insect of approaching danger. The cockroach's two large eyes are made up of hundreds of tiny, separate eyes, which are very good for seeing movements - an ability that helps a roach escape its enemies.

- 1) in the first sentence
- 2) in the last sentence
- 3) in the middle of the paragraph
- 4) in two sentences of the paragraph
- 5) not stated in the paragraph directly (implied)

C. Making a study schedule is one important step in becoming a successful student in college. Students should schedule one hour of study time for every one hour of class time. At exam time, more study time may be necessary. Also, students must study in an appropriate place. It is important to study in a quiet place away from the distraction of other people and such things as the television and the radio. Students should find a comfortable place with plenty of space for all the necessary study supplies. Then, students need to study the information in small amounts. It is a good idea to learn the required concepts slowly and thoroughly instead of trying to learn everything on the evening before the exam. Students who want to be successful in college should remember these three helpful study strategies.

- 1) in the first sentence
- 2) in the last sentence
- 3) in the middle of the paragraph
- 4) in two sentences of the paragraph
- 5) not stated in the paragraph directly (implied)

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D. Every game from the latest multimedia games to old favorites like cards and chess can be played on home computers. Home computers are used to balance family finances, to complete banking transactions, and even to do the grocery shopping. Those computers which are equipped with a modem allow users to go “online” to “chat” with others -- that is, people can have a conversation on the computer about anything from being in love to getting medical advice. And of course students use home computers to type up school reports, to research their papers for classes and even to do the calculations for math homework.

- 1) in the first sentence
- 2) in the last sentence
- 3) in the middle of the paragraph
- 4) in two sentences of the paragraph
- 5) not stated in the paragraph directly (implied)

E. Television can be an excellent teacher for everyone from very young children to the oldest of viewers. Television entertains young children with sights and songs. Television provides company for older viewers who are stuck at home with no one to talk to. New immigrants can learn English just by turning on the television. All viewers can keep informed on the latest events around the world by watching the news. While there are many great things about television, there are also many bad things. Over time, television shows have begun to show more and more violence, death and murder. The bad language and profanity on some shows make them unsuitable for families. The number of shows which deal with sex outside of marriage also shocks many viewers. And these terrible scenes are sometimes copied by young, impressionable viewers.

- 1) in the first sentence
- 2) in the last sentence
- 3) in the middle of the paragraph
- 4) in two sentences of the paragraph
- 5) not stated in the paragraph directly (implied)

Answering Questions about the Main Idea

You can now determine where the **Main Idea** is located within a paragraph. Once you

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can identify where the main idea is, you can move on to the next step -- showing that you understand what the **main idea** is, or telling what the paragraph or article is about. If you can talk or write about the **main idea**, then it is clear that you have understood what you have read.

There are usually two types of **main idea** questions:

(1) multiple choice questions: you are given four or five choices and must choose the best main idea statement.

First identify the sentence that best states the main idea.

Then choose the statement from the answer choices that is closest in meaning to the sentence that you think is the main idea.

Read this paragraph. Then answer the questions.

Southern California is known for its tourist attractions and its parks. People come from all over the world to get a look at H and such things as the “Walk of Fame” where many celebrities are found on gold stars on Hollywood Boulevard. Tourists are attracted to the area with hopes of catching sight of the movie who live in the hills surrounding Los Angeles. Many visitors cc shop in the glamorous shops on Rodeo Drive in Beverly Hills. the theme parks that attract visitors are Disneyland in Anahei Knott’s Berry Farm, Magic Mountain Amusement Park, and Ra Waters park. Folks who want to combine tourist attractions and parks can visit Universal Studios which offers both.

1. First identify the sentence where the **main idea** is located.

in the first sentence

in the last sentence

in the middle of the paragraph

in two sentences of the paragraph

not stated in the paragraph directly (implied)

2. Which of the following statements best states the **main idea** passage?

a. Disneyland is famous all over the world.

b. Have you ever been to Southern California?

c. Most tourists enjoy Southern California.

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- d. Southern California has both tourist attractions and parks for visitors.
- e. Many movie stars live in the Southern California area

Writing questions: you are asked to write a sentence to state the main idea in your own words.

This question asks you to state the main idea in “your own sentence.” This means that you cannot copy a sentence that has already been written by someone else, including a sentence from the paragraph.

A **main idea sentence** has two parts, usually called the **topic** and the **controlling idea**. If you like math, think of it as an equation:

$$\text{MIS} = \text{T} + \text{CI}$$

Read this paragraph. Then answer the questions that follow.

Dogs are good for children because they teach children to be responsible. Children who have to feed the dog, give the dog water, and to walk the dog learn to be responsible for the life of another being. Cats also teach children responsibility, and along with this, children who own a cat learn about independence since cats are quick to teach this. Rabbits teach children about having babies because as anyone who has owned more than one rabbit knows, they have a lot of babies. Snakes, rats, fish and gerbils are also good to teach children about cleanliness and proper bathing habits. Most pets teach children valuable lessons.

1. First identify the sentence where the **main idea** is located.

in the first sentence

in the middle of the paragraph in the last sentence

in two sentences of the paragraph

not stated in the paragraph directly (implied)

2. Write your own sentence to state the main idea of this paragraph. **Did you copy the last sentence from the paragraph?**

If you did, then you would not get credit for writing your own sentence. This question asks you to state the main idea in “your sentence.” This means that you cannot copy a sentence that I already been written by someone else.

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Did you write a sentence with the word “pets” in

If you did, then you have at least part of the answer correct

Remember:

MIS = T+ CI

In this example paragraph, the **topic** is *pets*.

The topic is who or what the paragraph is about.

The **controlling idea** is that *pets* can be good teachers for children, or that *pets* can teach children many things.

The controlling idea is what we learn, or what we find out in this paragraph about the topic.

After you decide who or what the paragraph is about (the topic), ask yourself, “What is the writer telling me about this topic?” The answer to this question is the controlling idea.

There is more than one way to state the controlling idea, so if you compare your main idea sentence to someone else’s you may not have the exact same sentence. But, if you both understood the paragraph, you should have sentences which are similar.

Source: <http://vclass.mtsac.edu/amla-5.1/Main%20Idea/Mainidea.htm>

Appendix J

Writing a Descriptive Paragraph

A paragraph is a group of sentences, generally from 8 to 10, which develop a single topic. Paragraphs begin with a topic sentence which summarizes the single topic, or main idea, expressed in the paragraph. The remaining sentences of the paragraph explain and develop this idea or topic. A well-written paragraph is unified, coherent, and complete.

- **Unified** -- all of the sentences in the paragraph develop one idea, contained in the topic sentence
- **Coherent** --the sentences are in a logical, understandable order and smoothly integrated
- **Complete** -- enough facts, details, examples, quotations of authorities, and reasons to support the topic sentence are included to adequately develop the topic.

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Some techniques used to develop a paragraph include:

- Using examples and illustrations,
- Citing data (facts, statistics, evidence, details, and others),
- Examining testimony (what other people say such as quotes and paraphrases),
- Using an anecdote or story,
- Defining terms in the paragraph,
- Comparing and contrasting two ideas or items,
- Evaluating causes and reasons,
- Examining effects and consequences,
- Analyzing the topic,
- Describing the topic,
- Offering a chronology of an event (time segments).

The descriptive paragraph's main purpose is to communicate a dominant impression about a subject. The word "description" tells what something looks like, feels like, tastes like, sounds like or smells like. Thus, descriptive writing is usually concerned with creating a verbal picture of what we experience. However, descriptive writing does not always have to rely on sense impressions. Sometimes statistics or other data can be used to describe complex subjects such as the behavior of groups of people.

Descriptive paragraphs are often used to describe what a person looks and acts like.

Read this example descriptive paragraph, notice how descriptive paragraphs are arranged by putting together all the sentences about the same thing.

Here is an example of a descriptive paragraph:

I am thirty-seven years old, not too tall and I have hazel eyes and long brown hair. I wear professional looking clothes as I work in an administrative position. Yet I love teaching in a relaxed atmosphere. I enjoy my job because I get to meet and help so many different people. During my spare time, I like reading and surfing on the INTERNET which I do at least three thousand times a week. I also love listening to salsa and merengue and I must admit that I spend a lot of money on buying new clothes and shoes! I live in a very touristy town in the state of Florida. I enjoy eating great Italian food and laughing with the likable people who live here.

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Written Exercise I

Answer these questions about yourself on a piece of paper.

- How old are you?
- What do you look like?
- What kind of clothes do you wear? Why?
- What kind of job do you do? Do you like it?
- What are your favorite hobbies? Why do you like them?
- Where do you live?
- Do you like living there? Why or why not?

Written Exercise II

Now that you have the information about yourself ready. Fill in the gaps in to complete this descriptive paragraph about yourself.

I am _____ years old, I _____ (your looks). I wear _____ because _____. I am a _____. I like / don't like my job because _____. I enjoy _____. I often _____ (describe how often you do your hobby). I also like _____ (write about another hobby) because _____. I live in _____. People in _____ are _____. I enjoy / don't enjoy living in _____ because _____.

Writing - Combining Ideas to Write Descriptive Paragraphs

Example: New York City

New York City is in the United States.

New York City is located in New York State.

It borders on the Atlantic Ocean.

It was founded in 1625 as "New Amsterdam".

It was first settled by the Dutch.

It is important for commerce.

Wall Street is located in New York City.

It has many national and international banks.

It has many important skyscrapers.

The World Trade Center is located in New York City.

The Empire State Building is in New York City.

New York City is an important city for immigration.

Ellis Island used to be the entry point for many immigrants at the turn of the century.

There is an interesting immigration museum on Ellis Island.

New York, New York is located on the Atlantic Coast of the United States of America. It was first settled as "New Amsterdam" in 1625 by the Dutch. Today, New York City is an important commercial and banking center which includes Wall Street. Among its many important skyscrapers are the World Trade Center and The Empire State Building. One of the most interesting museums is on Ellis Island which served as the entry point for many immigrants who passed through New York City.

Exercise 1: Elvis Presley

- Arrange the sentences about Elvis Presley into idea groups.
- Write a paragraph about Elvis Presley using the idea groups to create concise sentences.

Elvis Presley was an American.

He was a singer and actor

He was famous for rock-and-roll.

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He was born in Tupelo, Mississippi.

He was born on January 8, 1935

He started singing in church.

He taught himself to play the guitar.

He first became popular on the local touring circuit for country-and-western music.

He sang romantic songs.

He danced erotically.

Teens loved him for his new style.

He had many hits.

He sang "Love Me Tender", "All Shook Up", and "Don't Be Cruel".

He died on August 16, 1977.

He died in Memphis, Tennessee.

He might have died of drug and alcohol abuse.

Appendix K PowerPoint - Forming the Simple Past Tense

Forming the simple past tense

With most verbs, the simple past is created simply by adding -ED. However, with some verbs, you need to add -D or change the ending a little. Here are the rules:

Verb ending in...	How to make the simple past	Examples
e	Add -D	<i>live - lived</i> <i>date - dated</i>
Consonant + y	Change y to i, then add -ED	<i>try - tried</i> <i>cry - cried</i>
One vowel + one consonant (but NOT w or y)	Double the consonant, then add -ED	<i>tap - tapped</i> <i>commit - committed</i>
[anything else]	Add -ED	<i>boil - boiled</i> <i>fill - filled</i> <i>hand - handed</i>

Source: <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pasted.htm>

Forming the simple past tense (Irregular Verbs)

- Although many verbs in English form their past tense with -ED, some do not.
- These are called *irregular verbs*, and they include some of the most basic verbs in English.
- The only way to know how an irregular verb will change in the past tense is to learn all of the important verbs.

Source: <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pasted.htm>

The three most important irregular verbs

The three most important irregular verbs are BE, HAVE, and DO. BE is the most difficult, because its forms are different depending on the subject:

Pronoun	Verb
I	was
You	were
He / she / it	was
We	were
They	were

Source: <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pasted.htm>

The three most important irregular verbs (Continued)

HAVE and DO are more simple:

Base form	Past Tense
have	had
do	did

Source: <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pasted.htm>

Other irregular verbs

Other irregular verbs fall into three main categories:

Category	Examples
Verbs which don't change	cut - cut hit - hit fit - fit
Verbs which change their vowel	get - got sit - sat drink - drank
Verbs which change completely	catch - caught bring - brought teach - taught

Source: <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pasted.htm>

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Appendix L – Exercises on Past Tense

Forming the Simple Past Tense (Regular/irregular Verbs)

Select the correct answer

show showied showed showwed	permit permitted permitied permitted	rely relied relyed relyyed
bathe bathhed bathed bathied	marry married marryed marryyed	fail failied failed failled
play plaied played playyed	share sharied shared sharred	depart departied departed departted
trap trapied traped trapped		

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Forming the Past Tense (Irregular Verbs)

Select the correct answer

catch	get	fit
catched	got	fit
catch	get	fought
caught	gought	fat
set	drink	have
set	drink	have
sat	drank	hove
sought	drunk	had
bring	cut	find
brought	cutted	found
bringed	caught	fand
brang	cut	find

Appendix M PowerPoint Uses of Quotation Marks

Quotation Marks

- Direct quotations are another person's exact words--either spoken or in print--incorporated into your own writing.
 - Use a set of quotation marks to enclose each direct quotation included in your writing.
 - Mr. and Mrs. Allen, owners of a 300-acre farm, said, "We refuse to use that pesticide because it might pollute the nearby wells."

Source for material on *Quotation Marks*:
http://owl.english.purdue.edu/handouts/grammar/g_quote.html

Quotation Marks

- If the quotation is interrupted and then continues in your sentence, do not capitalize the second part of the quotation.
 - "He likes to talk about football," she said, "especially when the Super Bowl is coming up."

Quotation Marks

- Use a capital letter with the first word of a direct quotation of a whole sentence. Do not use a capital letter with the first word of a direct quotation of part of a sentence.
 - Mr. and Mrs. Allen stated that they "refuse to use that pesticide" because of possible water pollution.

Quotation Marks

- Indirect quotations are not exact words but rather rephrasings or summaries of another person's words. Do not use quotation marks for indirect quotations.
 - According to their statement to the local papers, the Allens refuse to use pesticide because of potential water pollution.

Quotation within a quotation

- Use single quotation marks for a quotation enclosed inside another quotation. For example:
 - The agricultural reporter for the newspaper explained, "When I talked to the Allens last week, they said, 'We refuse to use that pesticide.' "

Omitted words in a quotation

If you leave words out of a quotation, use an ellipsis mark to indicate the omitted words. If you need to insert something within a quotation, use a pair of brackets to enclose the addition. For example:

<i>full quotation</i>	The welfare agency representative said, "We are unable to help every family that we'd like to help because we don't have the funds to do so."
<i>omitted material with ellipsis</i>	The welfare agency representative said, "We are unable to help every family . . . because we don't have the funds to do so."
<i>added material with brackets</i>	The welfare agency representative explained that they are "unable to help every family that [they would] like to help."

Block quotations

- A quotation that extends more than four typed lines on a page should be indented one inch from the left margin (the equivalent of two half-inch paragraph indentations).
- Maintain double spacing as in the main text, and do not use quotation marks for the block quotation.

Writing Dialogue

- Write each person's spoken words, however brief, as a separate paragraph. Use commas to set off dialogue tags such as "she said" or "he explained."
- Closely related narrative prose can be included in a paragraph with dialogue. If one person's speech goes on for more than one paragraph, use quotation marks to open the speech and at the beginning--but not the end--of each new paragraph in the speech. To close the speech, use quotation marks at the end of the final paragraph.

Punctuation with Quotation Marks

- Use a comma to introduce a quotation after a standard dialogue tag, a brief introductory phrase, or a dependent clause, for example, "He asked," "She stated," "According to Bronson," or "As Shakespeare wrote." Use a colon to introduce a quotation after an independent clause.

Punctuation with Quotation Marks

- Put commas and periods within closing quotation marks, except when a parenthetical reference follows the quotation.
 - He said, "I may forget your name, but I never remember a face."
 - History is stained with blood spilled in the name of "civilization."
 - Mullen, criticizing the apparent inaction, writes, "Donahue's policy was to do nothing" (27).

Punctuation with Quotation Marks

- Put colons and semicolons outside closing quotation marks.
 - Williams described the experiment as "a definitive step forward"; other scientists disagreed.
 - Benedetto emphasizes three elements of what she calls her "Olympic journey": family support, personal commitment, and great coaching.

Punctuation with Quotation Marks

- Put a dash, question mark, or exclamation point within closing quotation marks when the punctuation applies to the quotation itself and outside when it applies to the whole sentence.
 - Philip asked, "Do you need this book?"
 - Does Dr. Lim always say to her students, "You must work harder"?
 - Sharon shouted enthusiastically, "We won! We won!"
 - I can't believe you actually like that song, "If You Wanna Be My Lover"!

Refer to Quotation Marks Exercise - Handout

Appendix N

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Narrative Writing Prompts

- 1) It is 20 years from now. Your name has just been called and you are about to receive an award. Tell the story of how you came to be so successful and win this award.
- 2) Write a story based on ONE of the following:
 1. · Where is it?
 2. · Breaking loose
 3. · If I had it my way...
 4. · That noise!
 5. · Annoying!
 6. · At last!
- 3) Think of a friend that you have, in or out of school. Tell one story that comes to mind when you think of this friend.
- 4) Think of an event that you will want to remember when you are old. Tell about what happened in a way that's so clear that if you read this story again when you are eighty, every detail will come flooding back as if it happened yesterday.
- 5) Write a letter that your grandchildren will open in fifty years telling them what the world is like today.
- 6) Think of a teacher (it doesn't have to be a schoolteacher; it can be anyone who has taught you something) that you will remember for a long, long time. Describe this teacher so clearly that your reader will know just what made you remember him or her.
- 7) Describe a place that's so special to you that you just love thinking about it.
- 8) Think of a person that you have known who has been important to you. Describe why he or she made such an impression on you or made a difference in you life.
- 9) [Being Unprepared] Because you have been sick, out of town, busy at work, or working on other homework, you didn't have as much time to study for an important test as you needed. Everyone going to school has been in this situation. Think of a specific test that you took that you felt unprepared for and

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narrate the events. Tell your readers about the preparation that you were able to do, the reasons that you didn't get to prepare as well as you wanted, taking the test, and any significant events that happened after you took the test. Your paper should help readers understand what it felt like to be unprepared.

- 10) [Lightbulb Moment] Think of an experience when you realized that you suddenly understood an idea, a skill, or a concept you had been struggling with -- it might be something related to a class that you took or a specific athletic skill you were trying to perfect. For instance, you might think about trying to understand how to identify iambic pentameter in a poem or how to complete a Taylor Series problem in your Calculus class. Or you might consider trying to perfect your free throws and suddenly understanding how your follow-through was affecting your success. Write a narrative that tells the story of your movement toward understanding. How did you finally come to understand? What changed your perceptions and gave you a new understanding? Your paper should help readers understand how you felt to struggle with the idea or skill and then to understand.
- 11) [Childhood Event] Choose a vivid time from your childhood -- You might think of the first time that you rode a school bus, of a time when you went to the principal's office, the first A you earned on a test or paper, earning money to buy something that you really wanted, and so on. Narrate the events related to the childhood memory that you've chosen so that your readers will understand why the event was important and memorable.
- 12) [Achieving a Goal] Think of a time when you achieved a personal goal -- you might have finally completed a marathon or triathlon, or you might have bettered your score on the SATs or another test, or you might have learned how to use a piece of software like Microsoft Word or Excel. Tell your readers about the story of how you met your goal. Be sure that your readers understand why the goal is important to you.
- 13) [The Good and the Bad] Think about an event in your life that seemed bad but turned out to be good. Maybe you got injured and while you were waiting for

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your broken leg to heal, you learned how to use a computer. What makes the event change from bad to good may be something that you learned as a result, something that you did differently as a result, or something that happened that wouldn't have occurred otherwise. Tell the story of the event that you experienced and help your readers understand how an event that seemed negative turned out to have valuable consequences.

- 14) [Being a Teacher] Teaching someone else how to do something can be rewarding. Think of a skill that you've taught someone else how to do. Perhaps you taught someone else how to swim, showed someone how to bake a souffle, or helped someone learn how to study more effectively. Think about the events that made up the process of teaching the skill, and narrate the story for your readers.
- 15) [Changing Places] Every place has things that change -- sometimes as the result of economics, sometimes because different people are involved, and sometimes for no clear reason that you know about. Think of a change to a place that you know well. Perhaps the local grocery store you grew up with as Smith and Bros. Grocery was bought out by a regional chain like Food Lion or Winn Dixie. Maybe the First National Bank of Smithburg suddenly becomes NationsBank. Perhaps the change was more personal -- an older sibling moves out of the house and your family changes the room to a guest room or an office. Think of a specific change and narrate the events that occurred. Readers should know the details of the change, and they should know how you feel about the changes that occurred.
- 16) [Personal Rituals] Describe a personal ritual that you, your friends, or your family have. Think about the personal steps that you always go through when you prepare for an exam. Do you sit at a desk, spread books and notes across your bed, or use the kitchen table? Do you have to have something to drink...soda, water? There are numerous things that we do for which we create our own personal rituals. Choose one event -- studying for a test, writing a paper, dressing and warming up before a game, or preparing and having a

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special family meal. Narrate the events that take place when you complete your ritual so that your readers understand the steps that the ritual includes and why you complete them.

- 17) [Standing Up] Choose a time when you did something that took a lot of nerve, a time when you didn't follow the crowd or a time when you stood up for your beliefs. Perhaps your friends were urging you to do something that you were uncomfortable with and you chose not to cave into peer pressure. Maybe you took a stance on a political issue that was important in your community. Whatever you choose, think about the details of the event and write a story that tells about what happened. Your narrative should show your readers why you decided to make a stand or try something that took nerve, give specifics on the events, and share how you felt after the event.
- 18) [Disagreeing] Think of a time when you disagreed with a decision that had been made and did something about it. The decision might have been made by someone you know personally -- your Biology teacher announced a new policy to grade for spelling and grammar on your quizzes and homework, or an older family member decides to cancel a subscription to a magazine that you liked to read. You might have responded by discussing your concerns with your principal or dean, or you might have decided to get a part-time job to earn enough money to buy the magazine yourself. Or the decision could have been made by someone you never met -- perhaps your school board decided to change the lines in your school district so that you would have to go to a different school, or your state legislature has passed a bill that you disagreed with. Your response might have been to write a letter to the editor, to your state representative, or to the school board. Whatever happened, your job is to write a paper that narrates the events that occurred -- from the decision that was made to your response. Be sure that your paper gives enough details that your readers understand why you disagreed with the decision and why you felt that your response was appropriate.

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- 19) Your teacher has given you an assignment to write a narrative essay. Think of a person who is now important to you or has made a lasting impression on you. Write a story about how you came to know that person and what that person did that impressed you. Be sure to narrate an event or series of events and include specific details in your response.
- 20) Your teacher has given you an assignment to write a narrative essay. Think of a time when someone showed you kindness or a time when you showed someone else kindness or a time when you witnessed someone else showing kindness to another person. Choose one of these times and write a story about what happened. Be sure to narrate an event or series of events and include specific details in your response.
- 21) Your teacher has given you an assignment to write a narrative essay. Think of a childhood memory that you recall clearly. Write a story about what happened. Be sure to narrate an event or series of events and include specific details in your response.
- 22) Your teacher has given you an assignment to write a narrative essay. Think about an event in your life that you will always remember. Write a story about what happened. Be sure to narrate an event or series of events and include specific details in your response.
- 23) Your teacher has given you an assignment to write a narrative essay. Imagine that you could be invisible for one day. Write a story about that day. Be sure to narrate an event or series of events and include specific details in your response.
- 24) Your teacher has given you an assignment to write a narrative essay. Think about a time a person did something that made a difference in your life. Write about that time. Be sure to narrate an event or series of events and include specific details in your response.
- 25) Your teacher has given you an assignment to write a narrative essay. Think about an event that you are glad you experienced. Write a story about that

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event. Be sure to narrate an event or series of events and include specific details in your response.

- 26) Your teacher has given you an assignment to write a narrative essay. Think about a time you received a gift, something you wanted, or something unexpected that made you feel happy. Write a story about that time. Be sure to narrate an event or series of events and include specific details in your response.
- 27) Your teacher has given you an assignment to write a narrative essay. Think about a special time you remember spending with a friend. Write a story about that time. Be sure to narrate an event or series of events and include specific details in your response.
- 28) Your teacher has given you an assignment to write a narrative essay. Think about a time you did something even though it was hard for you to do. Write a story about that time. Be sure to narrate an event or series of events and include specific details in your response.
- 29) Your teacher has given you an assignment to write a narrative essay. Think about something that has happened during a day in your favorite (or least favorite) class. Tell a story about what happened. Be sure to narrate an event or series of events and include specific details in your response.
- 30) Your teacher has given you an assignment to write a narrative essay. Think about how you plan to accomplish a goal you have set. Write a story about accomplishing this goal. Be sure to narrate an event or series of events and include specific details in your response.
- 31) Your teacher has given you an assignment to write a narrative essay. Think about a time you witnessed an event or incident that made you think seriously about something. Write a story about this event or incident. Be sure to narrate an event or series of events and include specific details in your response.

Appendix O Functions of Expository Essay

Expository Essay

- The function of the expository essay is to explain, or to acquaint your reader with a body of knowledge. By explaining a topic to the reader, you are demonstrating your own knowledge.

Essays and Research Papers

- Patterns of organization (9)
 - Description
 - Narration

- ***Illustration (Example)***
- ***Comparison & Contrast***
- ***Definition***
- ***Classification***
- ***Cause and Effect***
- ***Process Analysis***
- Argument and Persuasion

Expository Essay

Organizing your expository essay

<http://www.clt.astate.edu/bdoyle/Patterns%20of%20Organization%20Notes.htm>

Illustration (Example)

- *This pattern of organization uses examples to present or support the main idea.*
- *Illustrations help the reader understand general or abstract thoughts by including specific illustrations or examples that demonstrate the idea.*

Clue words:

for example (e.g.), to illustrate, that is (i.e.), as demonstrated, for instance

Illustration (Example)

How does high population density affect the behavior of mice?

When mice are kept at high population densities, their behavior changes in a number of ways. ***For example***, aggressive activity within populations of mice rises as density increases. Cannibalism of young also goes up, and so does aberrant sexual activity. Communal nesting, frequent in natural mouse populations, increases abnormally. ***In one example***, 58 mice one to three days old (from several litters) were found in one nest, most unusual communal living. None survived because most of the mothers deserted them immediately after birth.

Comparison and contrast

- This pattern of organization discusses the similarities and/or differences which exist between two or more ideas, events, or things.

Clue words: also, likewise, in a like manner, similarly, similar to, compared with although, however, but, conversely, nevertheless, yet, on the contrary, on one hand...on the other hand, at the same time

Comparison and contrast

What characteristics distinguish plants from animals?

There are several characteristics which distinguish plants from animals. Green plants are able to manufacture their own food from substances in the environment. This process is known as photosynthesis. In **contrast**, animals, including man, get their food either directly from plants or indirectly by eating animals which have eaten plants. Plants are generally stationary. Animals **on the other hand**, can usually move about. In external appearance, plants are usually green. They grow in a branching fashion at their extremities, and their growth continues throughout their lives. Animals, **however**, are very diverse in their external appearance. Their growth pattern is not limited to their extremities. It is evenly distributed and only occurs in a definite time period.

Definition

- *This pattern of organization is used to convey the full meaning of a word that is central to the main idea.*
- *The definition may be discussed in terms of its denotative meaning - the literal meaning of the word or its connotative meaning - the meaning associated with the word through its common usage.*

Clue words: means, can be defined as, refers to, is, are

Definition

What is meant by protein quality?

The term protein quality refers to the ratio of essential amino acids (eaa) in a protein in comparison with the ratio required by the body. A high quality protein contains eaa in a ratio that matches human requirements. A protein which is lacking or low in one or more eaa is termed a low quality protein. The eaa which is in the shortest supply is called the 'limiting' amino acid. In general, animal proteins tend to be high quality while vegetable proteins tend to be low quality. The exception is soy protein which is quite high quality.

Classification

- This pattern of organization is used to group or categorize information.
- The writer attempts to analyze where events, ideas, or facts fit in with other events, ideas, or facts

Clue words: category, field, rank, group, various elements, characteristics, types, parts

Classification

How can the Hindu population of India be classified?

The whole Hindu population of India can be divided into four castes or *varna*. The highest of these castes is that of the Brahmans or priests. The next highest is the varna of the warriors, known as the Kshatriya, or sometimes the Rajput caste. Below this comes the Vaishya or merchant caste and the lowest caste is known as the Sudra caste. While castes are traditionally associated with a type of occupation, in modern India, occupations are not a reliable guide to caste.

Cause and Effect

- This pattern of organization answers the basic human question - why?
- This pattern looks at the expected consequences of a chain of happenings.
- It looks for causes or conditions and suggests or examines results, consequences, or effects.

Clue words: according, effect, as a result, because, consequently, hence, in short, maybe due to, reasons, results, then, therefore, thus

Cause and Effect

When a camera flash is used in a low-light environment, the subject's eyes may appear red in the finished photograph. What is known as "red-eye" ***is the result*** of light from the flash reflecting off the pupils of the eyes. The phenomenon of red-eye can be lessened by using the red-eye reduction feature found on many SLR cameras. This feature activates a lamp which shines a small light directly into the subject's eyes. When this happens, the diameter of the pupil is reduced, ***thus*** tightening the opening in the iris. Since a smaller pupil means a smaller host for the reflection, the chances of red-eye occurring are greatly reduced.

Process Analysis

- This pattern or organization explains to a reader how something is done, how something works, or how something occurs.
- The writer attempts to analyze a process by taking it apart or separating the process into individual steps or stages.

Clue words: next, first, second, third, last

Appendix P The Process Analysis Essay

The Process Analysis Essay

Guidelines

1. Make a general list of directions/steps.
2. Add transitional or missed steps.
3. Make both the steps and the descriptions as specific as possible.

1. Make a general list of directions/steps.

Think about what you want your reader to do. Then, on a sheet of paper, or on your computer's word processor, write down those steps in order. You may want to number those steps and leave some room between each step so you can add to them and change them later. This will give you a general outline to work with.

Example:

1. Take two slices of bread.
2. Put peanut butter on one and jelly on the other.
3. Put the two slices together.

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2. Add transitional or missed steps.

Now, take a look at each step and ask yourself the following question: "Do I need to do anything between the last step and this one?" If so, write that step down. At this point you should be adding the minor steps which make the process specific.

Example:

1. Take two slices of bread.
 - Get a jar of Peanut Butter.
 - Get a jar of Jelly.
 - Get a knife to spread the Peanut Butter and Jelly.
 - You'll probably also want a plate and napkins handy.
 2. Put peanut butter on one and jelly on the other.
 - Place the two slices of bread in front of you.
 - Spread Peanut butter on one slice.
 - Spread Jelly on the other slice
 3. Put the two slices together.
 - Press the two pieces of bread together with the peanut butter facing the jelly.
3. Make both the steps and the descriptions as specific as possible.

Now, using your list of steps as an outline, write your process essay. You should devote roughly a paragraph to each major step in the process, adding specific information and examples wherever possible.

It's very important to add that specific information. One way to do this is to add detailed descriptions of any important nouns that you use. Notice how each revision not only adds specifics (numbers, amounts, details, measurements, etc.) but also a description of why you want your reader to do things this way.

Example:

First Draft:

"Take two slices of bread."

Revision:

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"Take two slices of white bread, preferably not the end pieces. The end pieces of a loaf of bread are mostly crust, and the crust doesn't taste as good on a PB&J sandwich as the regular slices. In fact, I would recommend using your knife to carefully cut off the crusty edge of each slice of bread, about a 1/4" from the edge of the bread. This will give you only the best part of the bread to work with."

Source: http://www.ash.udel.edu/ash/tutor/writing/comp_defs/process_def.html

Appendix Q PowerPoint Uses of Commas and Avoiding Comma Splices



Commas in a Series

A Series Means 3 or More Consecutive Items

Use Commas between the Items in a Series
as Well as before the Conjunction Preceding the Last
Item

Natural talent, a wonderful education, **and**
intelligence do not guarantee success.

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BUT

Do Not Use Commas if a Conjunction is before EACH item.

Natural talent **and** a wonderful education **and** intelligence do not guarantee success.

Let's see more examples

- Self-discipline, a positive attitude, and good human relations are needed for a successful career.
- No one is going to win fame, recognition, or advancement just because he or she thinks it's deserved.
- No one is going to win fame or recognition or advancement just because he or she thinks it's deserved.

CORRECT



Commas between Adjectives

Use a Comma between Adjectives When AND is Omitted but Understood

Sometimes talented, egocentric individuals suffer hardships.

BUT

Do Not Use a Comma if AND Is Used between the Adjectives

Sometimes talented **and** egocentric individuals suffer hardships.

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Let's see more examples

They suddenly develop a new, important aspect of life.

A successful businessperson has a warm, understanding attitude toward customers and employees.

She felt a strange, cold excitement when she saw Kevin in the crisp white shirt, colorful tie, and handsome navy suit.

[and not understood between crisp/white and handsome/navy]

Comma Before Conjunction
Joining
Independent Clauses

Use a Comma Before AND, BUT, OR, NOR, or FOR
When One of Those Conjunctions Joins Independent
Clauses

Alexander Graham Bell's grandfather was a Shakespearean actor, and he also ran an elocution school in London.

Either you and I have been missing something, or nothing has been going on.

[Note that an "either" clause is independent]

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**If the Sentence is Short
(about 10 words or fewer),
Omit the Comma When AND or OR is the
Joining Word**

The job is done **and** I'm glad.

**Don't Place a Comma Before AND
If a Single Subject Serves Both Verbs**

The slogan "press on" has solved **and** always
will solve the problems of the human race. -
Calvin Coolidge

Where are commas needed?

•He visited the Honolulu and Singapore showrooms and left lengthy reports with the designers.

NO COMMAS

•Ms. Kenmore visited the Anchorage showroom, and she wrote a long report about the experience.

•Ordinarily I would welcome the opportunity, for I enjoy addressing business students.

•Where are commas needed or are they needed?

NO COMMAS

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Comma After Certain Introductory Expressions

Use a comma after an introductory expression -

- **With a verb in it or when needed for clearness**
After eating, the elephant moved on.
- **With 5 words or more regardless of whether it has a verb.**
With a keen sense of humor and a streak of meanness, they were pulling my leg.
- **That addresses a person by name.**
Lady Elsworth, please pour the tea.
- **Consisting of Oh, No, Yes, or Well**
“Yes, we have no bananas today,” is the refrain of a popular song from the 1900’s.

Comma with Nonessential Expressions

Use Commas Around Nonessential Expressions

Uncle Oscar, *who usually wears a business suit*, showed up wearing purple polka dot pajamas.

If, however, an expression is essential to understanding the meaning of the rest of the sentence, Do NOT Use Commas.

The students *who usually get A’s* seem to sit in the front rows.





Avoiding comma splices

- Comma splices occur when two or more independent clauses are strung or spliced together using commas.
 - Independent clauses may only be connected by semicolons, or commas followed by coordinating conjunctions (and, but, so, or, nor, for, yet).
- Many times comma splices occur when writers try to further explain something.
- (Remember!!! Comma splices are something that you **DON'T** want to do in your writing)



Avoiding comma splices

- Here is one example of a sentence which contains the comma splice and how it should be re-written:
 - ✗ I eat cake, I like chocolate cake best.
 - ✓ I eat cake. I like chocolate cake best.
 - ✓ John eats cake; he likes chocolate cake best.
 - ✓ John eats cake, and he likes chocolate cake best.



Avoiding comma splices

- ✗ Gladys lives in Orlando, she has not always lived there.
- ✓ Gladys lives in Orlando. She has not always lived there.
- ✓ Gladys lives in Orlando; she has not always lived there.
- ✓ Gladys lives in Orlando, but she has not always lived there.



Avoiding comma splices

- ✗ Movies can be entertaining, I especially like comedies
- ✓ Movies can be entertaining. I especially like comedies.
- ✓ Movies can be entertaining; I especially like comedies.
- ✓ Movies can be entertaining, and I especially like comedies.

Appendix R PowerPoint Argumentative/Persuasive Essay



Persuasive/Argumentative Essays

- Persuasive writing, also known as the argument essay, utilizes logic and reason to show that one idea is more legitimate than another idea.
- It attempts to persuade a reader to adopt a certain point of view or to take a particular action.
- The argument must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts.

Source: The Writing Center

<http://www.delmar.edu/engl/wrtctr/handouts/persuasive.htm>



Elements toward building a good persuasive essay include

- **establishing facts** to support an argument
- **clarifying relevant values** for your audience (perspective)
- **prioritizing, editing, and/or sequencing** the facts and values in importance to build the argument
- **forming and stating conclusions**
- **"persuading" your audience** that your conclusions are based upon the agreed-upon facts and shared values
- **having the confidence** to communicate your "persuasion" in writing

Source: <http://www.iss.stthomas.edu/studyguides/wrtstr4.htm>



When planning a persuasive essay, follow these steps

1. **Choose your position.** Which side of the issue or problem are you going to write about, and what solution will you offer? Know the purpose of your essay.
2. **Analyze your audience.** Decide if your audience agrees with you, is neutral, or disagrees with your position.
3. **Research your topic.** A persuasive essay must provide specific and convincing evidence. Often it is necessary to go beyond your own knowledge and experience. You might need to go to the library or interview people who are experts on your topic.
4. **Structure your essay.** Figure out what evidence you will include and in what order you will present the evidence. Remember to consider your purpose, your audience, and you topic.

Appendix S Sample Persuasive Essay

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Guide to Writing a **Basic Essay**

Use this Sample Basic Essay as a Model

The essay below demonstrates the principles of writing a basic essay. The different parts of the essay have been labeled. The thesis statement is in bold, the topic sentences are in italics, and each main point is underlined. When you write your own essay, of course, you will not need to mark these parts of the essay unless your teacher has asked you to do so. They are marked here just so that you can more easily identify them.

"A dog is man's best friend." That common saying may contain some truth, but dogs are not the only animal friend whose companionship people enjoy. For many people, a cat is their best friend. **Despite what dog lovers may believe, cats make excellent housepets.**

In the first place, people enjoy the companionship of cats. Many cats are affectionate. They will snuggle up and ask to be petted, or scratched under the chin. Who can resist a purring cat? If they're not feeling affectionate, cats are generally quite playful. They love to chase balls and feathers, or just about anything dangling from a string. They especially enjoy playing when their owners are participating in the game. Contrary to popular opinion, cats can be trained. Using rewards and punishments, just like with a dog, a cat can be trained to avoid unwanted behavior or perform tricks. Cats will even fetch!

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In the second place, cats are civilized members of the household. Unlike dogs, cats do not bark or make other loud noises. Most cats don't even meow very often. They generally lead a quiet existence. Cats also don't often have "accidents." Mother cats train their kittens to use the litter box, and most cats will use it without fail from that time on. Even stray cats usually understand the concept when shown the box and will use it regularly. Cats do have claws, and owners must make provision for this. A tall scratching post in a favorite cat area of the house will often keep the cat content to leave the furniture alone. As a last resort, of course, cats can be declawed.

Lastly, one of the most attractive features of cats as housepets is their ease of care. Cats do not have to be walked. They get plenty of exercise in the house as they play, and they do their business in the litter box. Cleaning a litter box is a quick, painless procedure. Cats also take care of their own grooming. Bathing a cat is almost never necessary because under ordinary circumstances cats clean themselves. Cats are more particular about personal cleanliness than people are. In addition, cats can be left home alone for a few hours without fear. Unlike some pets, most cats will not destroy the furnishings when left alone. They are content to go about their usual activities until their owners return.

Cats are low maintenance, civilized companions. People who have small living quarters or less time for pet care should appreciate these characteristics of cats. However, many people who have plenty of space and time still opt to have a cat because they love the cat personality. In many ways, cats are the ideal housepet.

Available at: <http://members.tripod.com/~lklivingston/essay/sample.html>

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Appendix U

The following excerpt were taken form the book *Las Christmas*

Junot Diaz

Junot Diaz was born and raised in Santo Domingo, the Dominican Republic. His story collection, *Drown*, was published in English by Riverhead Books, and in Spanish (under the title *Negocios*) by Vintage Español. His work has appeared in *The New Yorker*, *Best American Fiction*, *Story*, and *The Paris Review*.

THE THREE KINGS LOSE THEIR WAY

I DON'T REMEMBER WELL my first Christmas in the States. My family left Santo Domingo in mid-December. I was seven that year and vaguely recall celebrating Three Kings Day early, perhaps even on the day of our departure from the island. My mom wasn't leaving anything up to chance; she'd rather us children celebrate our holiday weeks early in Santo Domingo, our home, than save it for a land she did not know and did not, instinctively, trust. I remember receiving a plastic canteen, a tin top, and a plastic machine gun, none of which survived more than a month in the States. The machine gun might even have been my brother's. He was older, and I'd never known him to have

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much interest in toys—he was in the habit of passing all his shit to me or my little sister.

My green card dutifully reports that I arrived at Kennedy Airport on the eleventh of December with the rest of my family. I am scowling in my green card picture, a small serious boy who, in an effort to please his military father, buttoned all his shirts to the top. My attempt to ingratiate myself with my pops is not as important as my expression: Although the photo was snapped in a backroom studio in Santo Domingo, it best predicted what I would feel like when, upon debarking from the plane, I experienced a New York winter for the first time in my life. The December winds plowed me open. We didn't even have coats and wouldn't have them until we reached our apartment in New Jersey. My father had forgotten to bring them to the airport—and where the hell would my family have found them in Santo Domingo?

I remember my first weeks in the States as a series of astonishments: the cold, my father, English, our apartment, the indoor plumbing, the TV, the loneliness of apartment life, of being a recently arrived immigrant. I not only had to acclimate myself to our new surroundings, but also to my father's presence. He was a man I'd previously only heard stories about. But now he was with us, an intense, complicated presence.

In those first weeks, Christmas must have been everywhere around us— on the TV, on the radio, in the stores where we shopped for the socks and toothbrushes our family would need in order to become like los *americanos* (a metamorphosis my father regarded very seriously). I suspect I took it for granted that this was what the United States was about, that all the colors, the clamor, and the decorations were part of every day, that stores were always flooded with waves of anxious, frantic, irritated customers. I was overwhelmed by it all. As for the much-anticipated snow, we saw a lot of it on the television, a bewildering, accumulating whiteness, but we wouldn't have any in our part of the state until late the next month. On the twenty-second of December, my brother and I watched through a window while a neighbor in the next building rigged his porch with beautiful strings of Christmas lights. We lived across from Mt. Polanca for twenty years, and he never once changed his routine. The brother was like clockwork. The tree went up on the twentieth, the lights on the twenty-second. And it all came down on the seventh of January.

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That year, Christmas came and went. I remember plenty of things from those first weeks but not that day specifically. I remember sneaking out of the apartment one night, while my parents were sleeping, to check out everybody's lights in the neighborhood; I remember that my brother and I got lost, and it took us nearly three freezing hours to find our way back to our apartment in the dark. I remember my birthday on the thirty-first of December and the flimsy Hess trucks my father brought us for Three Kings Day, but I don't remember Christmas.

Liz Balmaseda

Liz Balmaseda, a columnist for the Miami Herald, was awarded the 1993 Pulitzer Prize for commentary. She was Newsweek's Central America bureau chief based in El Salvador and a field producer for NBC News based in Honduras. The National Association of Hispanic Journalists awarded her the first prize for print in the Guillermo Martinez-Mdrquez contest; and she was honored by the National Association of Black Journalists for her commentaries on Haiti.

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NEXT YEAR IN HAVANA

THERE ALWAYS SEEMED TO be that one lucky *lechón*, plumped by nostalgia, marinated by exile politics, and always in the end— that lucky pig—spared by Fidel. It was the one the old Cubans in Miami perennially vowed to consume in Havana the next Nochebuena.

“Oye *chico*, *el año que viene el lechoncito lo comernos allá*” Over there.

This would be a *lechón* slaughtered at dawn, skewered with particular satisfaction, lowered into an earth hole in the back yard—or perhaps into one of those tin contraptions they use in *el exilio*, called “*La Caja China*.” It would be slow-roasted to perfection as morning dissolved into afternoon, the cousin population swelled inside the kitchen, and in a rustle of palms the strains of triumph filtered into the night, serenading the martyred *lechoncito* like a Willy Chirino song.

We all asked Santa for bicycles and Barbies.

Mami and Papi and Abuelo and Abuela asked for Christmas in Cuba. For as long as I can remember, Nochebuena Miami-style has been a feast of fantasy. We would spray our winter wonderlands upon the sliding glass door in the Florida *room*—;*Feliz Navidad!*/snowflake/snowflake/snowman/candy cane—oblivious to the contrast of the scene outside, the palm trees and banana trees and oranges and mangos, the Virgencita de La Caridad shrine, the Slip-n-Slide, and the basketball net.

We celebrated a stream of Nochebuenas in Hialeah, the *viejos* invoking the spirits of long-ago celebrations as their sons and daughters picked apart the Miami Dolphins’ starting lineup. Our unwitting stabs at assimilation left us in a bizarre time capsule. Consider the juxtaposition of Celia Cruz, Benny Moré, and Joe Cuba with Dasher, Dancer, Prancer, and Vixen.

My uncle sang rum-soaked tangos. My cousin sang Charles Aznavour songs. I chased her into startling octaves with my guitar. We drank eggnog and nibbled turrón. And sometime during the night, as inevitably as Christmas would dawn the next day, somebody in the house cried for those left behind in Puerto Padre, Cuba—those who seemed to exist in another dimension, a sad, gray state of inertia.

On Christmas, we could produce evidence of our Cuban roots at the dinner table and

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on the dance floor. But no amount of black beans and *yuca con mojo* and cha-cha-chi could summon all of Cuba to West Hialeah, Dade County, Florida. The nostalgia-bound had to settle for the fantasy.

In the meantime, we all thought ourselves to be pretty American. After all, we had the American Christmas routine down. We had accomplished layaway and the mall.

We anticipated Santa like everybody else. (Of course we knew he had to make extra stops at Cuban families' homes, considering how with many cousins and second cousins and aunts and great-aunts and uncles we to had).

What seemed to make us different from *los americanos* was that extra *lechón*, the one always granted a stay of execution when it became clear Nochebuena, once again, would be in Miami. Over here.

LAS CHRISTMAS

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Mayra Santos

Febres

Mayra Santos Febres was born in Puerto Rico and has won numerous prizes for her fiction, including the ~Letras de Oro Prize granted by the University of Miami. She is also the recipient of the Juan Rulfo Prize for short fiction written in Spanish. Her collection of stories, Urban Oracles, was published in 1997 by Lumen Editions, a division of Brookline Books.

A LITTLE BIT OF BLISS

IN PUERTO Rico, the Christmas holidays are a long and intense season of greetings and celebrations. They start the night of Thanksgiving and end January 8, after the San Sebastian festival in Old San *Juan*. Since Puerto Rico has always been a colony, first of Spain and then of the United States, we take the hand-me-down traditions we inherited from both “mother countries” and turn them inside out, transform them into customs that barely resemble what they originally were. In our version of Thanksgiving (a celebration we call Turkey Day) there is no cranberry sauce, no pumpkin pie, no baked yams. Nobody watches the football game, even though we can get it, Eastern time, on cable TV. We keep the turkey, but prepare it with spices that make it taste like traditional holiday pork (we call our invention the *pavochón*). As stuffing, we use ground plantain with lots of garlic and pepper (*mofongo* style). We serve the bird with rice and pigeon peas, *tembleque*, *morcillas*, *gandinga*, and other typical foods; colorful, tasty dishes made with leftovers from this and little scraps of that. Our slave food, our poor campesino food, transforms, through imagination and loving care, into a magical paradise of taste and delight. We do with the food what we do with our traditions, salvage a little morsel of this, add leftovers from that, and piece together a sense of being who we are: Puerto Ricans, painfully happy to be alive.

Christmas Eve is another story. In a way, it is a continuation of the holiday celebrations that start on Turkey Day, but it retains a glow of its own, a special kind of magic. It is another chance to celebrate the time we have spent on the face of this earth with friends

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and family, those who have had the luck to survive another long year of tribulations. It is an epic celebration, a prize for having won the small battles of everyday life. To reach Nochebuena with your body and soul still able to laugh is no small achievement in any part of the world. Puerto Rico is no exception to the rule.

As children, my brother Juan Carlos and I were filled with apprehension as Christmas Eve neared. That's because our mother, Mariana Febres Falü, was a genuine

Christmas-party animal. I don't know why she loved the season so much. Perhaps because she worked so hard the rest of the year, correcting exams, cleaning the house, taking care of my father, my brother and me, and the fact remains that she outdid herself each Christmas.

For days, Mom nagged my father to repaint the house, even if there wasn't a speck of dirt to be discovered on any wall. She dragged us week after week through shopping malls, to find the perfect Christmas decorations. Each year, she organized a party that would be the mother of all parties, and each year she tried to surpass the last. Our neighborhood turned into a mayhem of arches and Christmas lights, and lists were made. Doña Victoria would bring the rum and Doña Olga the *pasteles*, Don Agapito would buy the *lechón* and Don Cheo would arrange the sound system. My aunts would also participate, and my grandmother and cousins. When Christmas Eve arrived we were ready. We had our best dresses on, our best faces on, and our best intentions to celebrate the birth of Christ with a bang, and have the time of our lives.

Now that I think about it, my mother's enthusiasm for Christmas was a bit excessive. Maybe it had to do with her childhood, all those Christmases spent with no food on the table, no lights on the porch, and nothing to celebrate. But she was a Febres woman, and somehow the Febres women found the strength to defeat all obstacles.

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Appendix V

Workshop 3

Group Assignment – Mini Lesson

This appendix will provide you with some websites according to your group. Explore others if you have the time, or think you might have found a better website. This is part of your participation grade.

Parts of a Sentence (Group 1)

- <http://ccc.commnet.edu/grammar/definitions.htm>
- <http://www.say-it-in-english.com/BasicEnglish3.html>
- <http://www.geocities.com/Athens/Academy/5411/sentparts.html>
- <http://athena.english.vt.edu/~IDLE/Gym2/s1.intro.html>
- http://learnline.ntu.edu.au/studyskills/wr/wr_se_pa_cl.html

Clauses and Phrases

Dependent & Independent Clauses (Group 2)

- <http://ccc.commnet.edu/grammar/clauses.htm>
- http://owl.english.purdue.edu/handouts/grammar/g_clause.html
- http://owl.ccd.ccooes.edu/owl/handouts/DepInd_Exp.html
- <http://hcs.harvard.edu/~pen/curric/GED/clauses2.html>
- <http://users.ipfw.edu/blythes/teach/toolkit/dc.htm>

Clauses and Phrases

Writing Concise Sentences (Group 3)

- <http://ccc.commnet.edu/grammar/concise.htm>
- <http://www.cit.gu.edu.au/~mf/wrsk/wrskres.html>
- http://uptitb.tripod.com/quiz/writing_concise.htm
- <http://users.ipfw.edu/wellerw/concisesentnces.htm>
- http://webster.commnet.edu/grammar/quizzes/wordy_quiz.htm

Clauses and Phrases

Parallel Structure (Group 4)

- <http://www.cit.gu.edu.au/~mf/wrsk/wrskres.html>

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- <http://webster.commnet.edu/grammar/parallelism.htm>
- <http://humanities.ucsd.edu/writing/grammar/21parallel.htm>
- http://www.bewrite.net/community/tips/parallel_construction.htm
- http://owl.english.purdue.edu/handouts/grammar/g_parallel.html

Clauses and Phrases

Avoiding Run-On Sentences (Group 5)

- <http://www.cit.gu.edu.au/~mf/wrsk/wrskres.html>
- <http://humanities.ucsd.edu/writing/grammar/7runon.htm>
- http://webster.commnet.edu/cgi-shl/quiz.pl/run-ons_add1.htm
- http://www.stjohnsprep.org/teachers/kwhalley/grammar/webpages/run-ons_files/frame.html
- http://www.ngberger.com/free/Grammar_practice_materials/Grammar_practice_materials-20.htm

Clauses and Phrases

Avoiding Sentence Fragments (Group 6)

- <http://www.cit.gu.edu.au/~mf/wrsk/wrskres.html>
- <http://humanities.ucsd.edu/writing/workshop/fragments.htm>
- http://wps.ablongman.com/long_clouse_progress_5/0,2301,41428-,00.html
- <http://www.mc.maricopa.edu/dept/d34/rel/writing/fragment.htm>
- http://www.stjohnsprep.org/teachers/kwhalley/grammar/webpages/fragments_files/frame.html

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Appendix W

Sign in at the library. First browse through the program and see where could you use more practice. Answer the exercises provided in the workbook and keep evidence of your work. Make sure to sign out at the library. You will hand in this form in Workshop 8. The points will be averaged with class participation

Computer Learning Log Rubric

8 hrs. 5 points

7/6 hrs. 4 points

5/4 hrs. 3 points

1/2 hrs. 2 points

1 hr. 1 point

(8 hours min.)

Rosetta Stone/Ellis	Date	Points	Self-evaluation or comments about the program.
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

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11.			
12.			
13.			
14.			
15.			