

**Sistema Universitario Ana G. Méndez
Florida Campuses
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

ENGL 221(UNE)/222 (UT)/206(UMET)

ACADEMIC READING AND WRITING II

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Study Guide

Course Title:	Academic Reading and Writing II
Code:	ENGL 221/222/206
Time Length:	Five Weeks or as applicable
Pre-requisite:	ENGL 101/151-102/152; 220(UNE), 221(UT), 205 (UMET)

Description: This course is designed to introduce intermediate to high-intermediate students to the basics of essay writing. Lessons reviews basic structure of English paragraphs and essays, major types of essays, usage and grammar. Contains a variety of readings from biology, business, history, psychology, cultural anthropology and economics. Encourages the whole writing process, as students develop writing pieces that are relevant to college work.

General Objectives:

As outcomes of this course, students will:

1. Understand that English is a means of communication that enables ESL students to increase chances of success in other academic fields.
2. Expand their vocabulary from many fields of study.
3. Strengthen their reading comprehension skills as they acquire strategies to read and understand academic and technical texts.
4. Evaluate readings through their own creative thinking.
5. Develop confidence in their use of vocabulary, grammar and syntax of English as they improve their writing ability.

Texts and Resources:

Hartmann, Pamela. 1999. Quest: Reading and Writing in the Academic World Book 2. Boston: McGraw-Hill College. Chapters 6-8. ISBN 0-07-006260-9.

Crowell, Sheila C., Kolba, Ellen D. 1997. Practicing the Writing Process 2: The Essay. New York: Educational Design, Inc. ISBN -0-87694-062-9

References and Supplementary Materials:

Anker Susan, 1997. Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life. Publisher: St. Martin's Press, Inc.

- Anker, Susan 1998. Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life: Notebook divider 1st ed. Publisher: VHPS (Von Holtzbrinck).
- Biays, John S., Wershoven, Carol, 2001. Along These Lines. Writing Paragraphs and essays. Second Edition. Prentice-Hall, Inc.
- Blanchard, Karen L., Root Christine, 1997. Ready to Write More: From Paragraph to Essay. Publisher: Addison Wesley Longman, Inc.
- Blew Mary C., 1999. Bone Deep in Landscape: Essays on Writing, Reading, and Place. Publisher: University of Oklahoma Press
- Campbell, Martha E. July 1998. Focus: Writing Paragraphs and Essays 2ND Edition, Prentice Hall.
- Chen Kitty, Opiela Dean, 1998. Essentials of the Essay: Writing, Reading, and Grammar 2nd ed. Publisher: Allyn & Bacon, Inc.
- Flachmann Kim, and Flachmann Kim, July 1998. Essays for Thinking, Reading, and Writing. Publisher: Prentice Hall
- Lou & Spaventa Marilyn, 2001. Writing to Learn from Paragraph to Essay. McGraw-Hill Companies, Inc.
- Lou & Spaventa Marilyn, 2001. Writing to Learn the Essay. McGraw-Hill Companies, Inc.
- McWhorter, Kathleen T., 1996. The Writer's Express : A Paragraph and Essay Text with Readings 2nd Edition. Publisher: Houghton Mifflin Company
- McWhorter, Kathleen T., 2000. The Writer's Express : A Paragraph and Essay Text with Readings 3RD Edition. Publisher: Houghton Mifflin Company.
- Wingersky, Joy 1999. Writing Paragraphs and Essays : Integrating Reading, Writing and Grammar Skills . Publisher: Harcourt
- Winkler, Anthony C., McCuen, Jo Ray, 1997. Writing Talk. Paragraphs and Short Essays with Readings. First Edition. Prentice Hall.
- Winkler, Anthony C., McCuen, Jo Ray, 1999. Writing Talk. Paragraphs and Short Essays with Readings. Second Edition. Prentice Hall.

Evaluation:

Evaluation should be continuous based in the information collected through assessment activities.

Facilitator will confirm the suggested distribution:

Homework (3 Paragraphs) Due Workshop 2 (30 pts.), 3 (35 pts.), and 4 (35 pts)	100 points
Homework (Essay) Completed in class during Workshop 5	100 points
Class Pictionary with Comic Strip Reflection (Due in Workshop 4)	100 points
Class Participation	100 points

Any change in the evaluation criteria will be announced during the first workshop.

Guideline and rubric for writer's portfolio project is in the Appendix section. (Appendix A)

The following table will be used to grade the student's performance:

90-100	A
89-80	B
79-70	C
69-60	D
59-0	F

Description of course policies:

Attendance at all class sessions is mandatory. Absences must be discussed with the facilitator. Students should make up for all presentations, papers, or other assignments that were due on the day of the absence.

The facilitator will have the final decision on approval of absences. S/He reserves the right to accept or reject assignments due, and adjust the grade accordingly.

This course is delivered in an accelerated format and requires that students prepare in advance for each session, according to the course guide. Each class session requires approximately 10 hours of preparation.

It is expected that all work will be solely that of the student and should not be plagiarized. All quoted material must be properly cited.

If the facilitator makes any changes to the study guide, these should be discussed with the students during the first workshop. Changes agreed upon should be indicated in writing and given to the students and to the program administrator.

The facilitator will establish the means of communication with the students.

Workshop One

Abnormal Psychology

Specific Objectives:

At the end of this, workshop students will:

1. Read and discuss about abnormal psychology and approaches to treatment.
2. Determine meanings of words based on context.
3. Identify important details in reading.
4. Identify stems and affixes.
5. Understand and use the passive voice.
6. Review Adjective clauses (Relative clauses) in Definitions.
7. Write about Advantages and Disadvantages.
8. Synthesize information. (Paraphrasing and Summarizing)
9. Review the use of transition words of time (subordinating and adverbial conjunctions correctly).

Websites:

A Beginner's Guide to Abnormal Psychology

<http://www.purgatory.net/merits/>

Lecture Notes for a course in Abnormal Psychology

<http://ub-counseling.buffalo.edu/Abpsy/>

Anxiety Disorders

[http://www.psychnet-](http://www.psychnet-uk.com/clinical_psychology/clinical_psychology_anxiety_disorders1_general.htm)

[uk.com/clinical_psychology/clinical_psychology_anxiety_disorders1_general.htm](http://www.psychnet-uk.com/clinical_psychology/clinical_psychology_anxiety_disorders1_general.htm)

[http://www.psychnet-](http://www.psychnet-uk.com/clinical_psychology/clinical_psychology_anxiety_disorders3_panic_p_hobias.htm)

[uk.com/clinical_psychology/clinical_psychology_anxiety_disorders3_panic_p_hobias.htm](http://www.psychnet-uk.com/clinical_psychology/clinical_psychology_anxiety_disorders3_panic_p_hobias.htm)

<http://www.findhealer.com/link/anxiety.php3>

Mood Disorders

<http://www.mooddisorders.on.ca/whatis.htm>

<http://www.gsd.com/assessments/finddisease/depression/>

What is Abnormal Behavior?

<http://peace.saumag.edu/faculty/Kardas/Courses/GPWeiten/C14Abnormal/WhatAbnormal.html>

<http://metamorphosiscenter.com/rsjabnormal.html>

Online readings in Psychology and Culture

<http://www.ac.wvu.edu/~culture/Tanaka-MatsumiGakuin.htm>

Psychoanalysis

<http://www.apsa.org/pubinfo/about.htm>

Systematic Desensitization

<http://www.guidetopsychology.com/sysden.htm>

Major Depressive Disorder

<http://depression-help-for-you.com/major-depressive-disorder.html>

Schizophrenia

<http://www.nimh.nih.gov/publicat/schizoph.htm>

General Psychology

<http://www.ship.edu/~cgboeree/drugtherapy.html>

Online Dictionaries

<http://www.hyperdictionary.com/dictionary/pick>

www.dictionary.com

<http://www.askoxford.com/?view=>

<http://www.bartleby.com/61/>

<http://www.peak.org/~jeremy/dictionary/>

<http://www.m-w.com/>

<http://www.bartleby.com/62/index.html>

<http://www.rhymezone.com/>

Why use a Dictionary?

http://lookwayup.com/free/why_dictionary.htm

Example sentences in dictionaries: More important than definitions

<http://www.antimoon.com/how/examplesent.htm>

Writing and Information Competency in Small Bytes

<http://zimmer.csufresno.edu/~johnca/bridge/w7.htm>

Resources for Writers: Synthesis Writing

<http://www.users.drew.edu/~sjamieso/Synthesis.htm>

Questions that challenge the student to synthesize information

http://tlt.its.psu.edu/suggestions/online_questions/synthesize.html

Connecting Words and How to Punctuate them

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

Parts and Elements

<http://www.meredith.edu/grammar/partsof.htm>

Armchair Punctuator

<http://community-2.webtv.net/solis-boo/Grammar2/page4.html>

E-info Web

<http://www.einfoweb.com/grammar/cons/adv.html>

Linda Bryson's English Conjunctions

<http://www.gsu.edu/~wwwesl/egw/bryson.htm>

Conjunctions

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

Armchair Librarian (Conjunctions)

<http://community-2.webtv.net/solis-boo/Grammar1/page15.html>

Verb Tense Consistency

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

The UVic Writer's Guide

<http://web.uvic.ca/wguide/Pages/ParOrderNarr.html>

<http://web.uvic.ca/wguide/Pages/paragraphsTOC.html>

Pattern: Narration

http://owl.ccd.ccooes.edu/owl/paper_bank/patnarration.html

Narration

<https://mit.imoat.net/handbook/narrativ.htm>

Different Paragraph Patterns

http://www.studentservices.canterbury.ac.nz/awc/Paragraph/D_Files/d2/d2.1.htm

Paragraph and Essay Structure

<http://www.epcc.edu/Student/Tutorial/Writingcenter/Handouts/paragraphessaystructure/paragraphandessaystructure.html>

Rhetorical Analysis Paragraph

http://expserver.faccenter.arizona.edu/bill/eng101/rhet_data.asp

Passive and Active Voice

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

<http://english-zone.com/grammar/get1.html>
<http://english-zone.com/verbs/pssvchrt.html>
<http://ccc.commnet.edu/grammar/passive.htm>
http://www.english.uiuc.edu/cws/wworkshop/grammar/active_and_passive_voice.htm
<http://esl.about.com/library/grammar/blpassive.htm>
<http://online.ohlone.cc.ca.us/~mlieu/passive/whatisit.html>

Relative Clauses (Adjective Clauses)

<http://www.usingenglish.com/articles/relative-pronoun.html>
<http://www.iei.uiuc.edu/structure/Structure1/adjclause.html>
<http://www.iei.uiuc.edu/web/pages/grammarsafari/adjclauses.html>
http://busboy.sped.ukans.edu/~alleng/netgrammar/Units/Unit_10/a101c10_201000.html
<http://webster.commnet.edu/grammar/diagrams2/diagrams2.htm>

Adverbial Conjunctions

http://www.einfoweb.com/partsofspeech/conjunction/adverbial_conjunction.html
<http://www.tameri.com/edit/conjunctions.html>
http://www.ucalgary.ca/UofC/eduweb/grammar/course/speech/1_4c.htm
<http://users.ipfw.edu/jehle/courses/SUBJADV.HTM>
<http://german4u2know.tripod.com/together/22.html>

Paraphrasing and Summarizing

http://owl.english.purdue.edu/handouts/research/r_quotprsum.html
<http://writing.colostate.edu/references/sources/working/pop8c.cfm>
http://tiger.towson.edu/users/apatte1/module8_files/frame.htm
http://faculty.mckendree.edu/writing_handouts/paraphrase.htm

Additional resources for Workshop 1

- Feldman, Robert S. (1995) *Essentials of Understanding Psychology, Second Edition, International Edition*, page 448. McGraw-Hill.
- Kasschau, Richard A. (1995) *Understanding Psychology*, pp 363-378. Glencoe Publishing Company.
- Kasschau, Richard A. (1995) *Understanding Psychology*, pp 397-398 and 405-410. Glencoe Publishing Company.

Assignments prior to workshop one:

1. Students should skim through this English Course Module and Quest textbook to familiarize themselves with its contents.

2. Read in your textbook or in any other available resource on the following topics: (Some of the Internet Sites provide you with some sources where you can read on these topics. You can look in other books available in your library)
 - a. Abnormal Psychology
 - b. Abnormal behavior
 - c. Anxiety-Based Disorders
 - d. Mood Disorders
 - e. Major Depressive Disorder
 - f. Schizophrenia
 - g. Is abnormality – culture based?
 - h. Approaches to Psychological Therapy (make sure you read on):
 - Psychoanalysis
 - Free Association
 - Behavior therapy
 - Systematic desensitization
 - Group Therapy
 - Antipsychotic drug therapy
 - Antidepressants
3. Also read on the use of Passive Voice, Relative Clauses (Adjective Clauses), Adverbial Conjunctions, and Paraphrasing and Summarizing. (Some of the Internet Sites provide you with some sources where you can read on these topics. You can look in other books available in your library.)
4. Visit the websites, actively read and make notes on them. Make sure you understand terminology and use the dictionary if needed.
5. Select one of the following topics and try to identify if the disorder is common in many cultures or if it considered “normal” in some or if there is simple no incidence of this disorder in some cultures and why.
 - a. Anorexia Nervosa
 - b. Dissociative identity (multiple-personality)
 - c. Schizophrenia – Catatonic Schizophrenia
 - d. Amok
 - e. Kitsunet suki

Activities

1. Ice breaker activity will be carried out (Suggested activities available in Appendix B.)
2. Facilitator will introduce him/herself and provide an overview of the course. Particular emphasis should be placed on objectives, evaluation criteria, student participation, and group work. If any changes are made to the grading evaluation criteria, these should be given in writing to the student and the office program during the first workshop.
3. Facilitator brings pictures of people. Sample pictures can be found in Appendix C. Have students look at the pictures and ask them questions such as:
 - a. Which of these people might have psychological problems? What kinds of problems might they have?
 - b. Why did some photos catch your attention?
 - c. Can you name any psychological problems and their symptoms?
 - d. From there readings, what are the ways we can define abnormality?
4. Some selections might mention that there are four disorders found in all cultures of the world. These are Anxiety-Based Disorders, Mood Disorders, Major Depressive Disorder, and Schizophrenia.
5. Facilitator divides groups into four groups. He/She provides each group with a different description. Facilitator asks students to have someone become the patient that re-enacts the description as if he or she is the person they are talking about. Have students from other groups guess or identify which disorder the “patient” is demonstrating. The situations are available in the students (QUEST) textbook and also in replicated below:
 - a. Aliko has felt deeply sad for over a month. She finds no pleasure in anything. She’s tired all the time and has trouble remembering things. She doesn’t want to eat and can’t sleep well. She thinks a lot about her failures. She feels that everything she has ever done has been wrong and feels totally hopeless.
 - b. Ben is a 34-year-old businessman who is terribly afraid of heights. This began several years ago. He had gone hiking with some people from the office at a time when he was feeling tense and anxious about family problems. At one point, when he was hiking up a steep mountain trail, he looked down and saw a river far, far below. He felt an intense wave of fear. This fear of high places has become more serious. Now he no longer goes to the mountains – which isn’t a big problem for him – but he also cannot go above the fourth floor in any building – which is a problem, especially in business.
 - c. Maria is no longer able to go to work or carry out daily activities. She hears voices that command her to do things. She believes these voices come from outer space and must be obeyed. She has

a strange, illogical use of language. She deeply distrusts all people in uniforms.

- d. For several days Hong feels great, and he has enormous energy. He talks fast and has many, many ideas for new projects. It is a time of intense creativity. Then, suddenly, he loses all energy, becomes very sad, and feels completely hopeless.
6. Facilitator presents students with several sentences on the board. Have students define the “underline” terms by not looking in the dictionary, but by using the context and knowledge of the situation.
- a. Is her grandmother still alive, or is she deceased?
 - b. She’s obsessed with her looks, she worries constantly about her appearance.
 - c. Her ideas on that topic are fairly concrete – clear, real and specific.
 - d. In western society, it is assumed that a person who hears voices of dead people has a psychological disorder.
 - e. He suffers from both physical and psychological maladies.
 - f. In the horror movie The Exorcist, a little girl is possessed by a demon (evil spirit or devil) who takes over her mind and body.
7. Facilitator write a piece of paper with each one of the following disorders and place them on the wall of the classroom in different areas, use corners or good distances between the papers. Based upon their reading, ask students to select one of the disorders and stand under the paper. In their groups students prepare a short five minute presentation about their disorder. They should mention the disorder, the symptoms, if it is seen in different cultures and if culture has an influence upon the disorder. The disorder are:
- a. Anorexia Nervosa
 - b. Dissociative identity (multiple-personality)
 - c. Schizophrenia – Catatonic Schizophrenia
 - d. Amok
 - e. Kitsunet suki

8. The facilitator should tell students that guessing the meanings of some new words is easy if they understand some stems or affixes – word parts. Affixes and stems come from the most part from Greek and Latin. Ask them if they know the definitions of the following:

Prefixes	Meanings
ab-	
an-	
anti	
dis-	
im-, in,- ir	
Stems	Meanings
acro	
aero	

agora	
aqua, hydro	
onym	
orexi	
phobia	
psych	
therap	
xeno	

Answers available in their QUEST textbook on page 172. But definitions can be found in online dictionaries, or other resources.

9. Student play a matching game with certain terms. Facilitator should write the following terms in different pieces of paper. Give each student on paper. Some papers have a definition, others have a term. Ask students to look for their partner, without using dictionaries.

- a. Hydrophobia
- b. Abnormal
- c. Xenophobia
- d. Antisocial
- e. Anonymous
- f. Agoraphobia
- g. Dissociate
- h. Psychotherapy
- i. Acrophobia
- j. Anorexia
- k. Angry or harmful towards society
- l. Having or giving no name; of unknown or unnamed origin
- m. Fear of being out in crowded public places
- n. Treatment of mental problems
- o. Without wanting to eat
- p. Not normal
- q. To separate from others
- r. Fear or hatred of strangers, foreigners, or anything strange.
- s. Fear of high places
- t. Fear of water

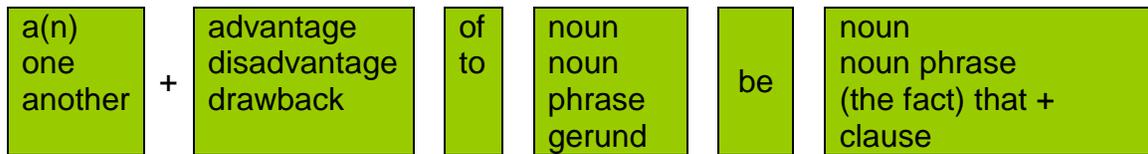
10. Based on the readings about different types of psychological therapy that students have done, in class develop a comparative chart where they identify the advantages and disadvantages of each. (As a social discussion, the facilitator can jot down these advantages or disadvantages, or have students come up to write them on the board.) (Sample table below)

Therapy	Advantages	Disadvantages

11. Facilitator discusses the use of Passive Voice, and Relative Clauses. Elicit student doubts from their readings. Facilitator should present a couple of exercise on each to make sure students understood how to use passive voice and Relative Clauses. (Use as guide the PowerPoint Sample presented in Appendix D and E).
12. Facilitator must ensure students practice writing definitions using adjective (relative) clauses. Some are available in the PowerPoint sample in Appendix E.
13. Facilitator discusses the following information:

Writing About Advantages and Disadvantages

When you write about advantages (good points) and disadvantages or drawbacks (bad points), it helps to know the following structures.



Examples:

One advantage to psychoanalysis is that people can become aware of the cause of their disorder.

A disadvantage of going through psychoanalysis is the fact that it can take many years of sessions.

Another (implicit) drawback is the expense.

14. Facilitator can ask students to practice this by asking students to list advantages and disadvantages of some of the following topics, and then having the group create two or three sentences orally and sharing them in class. Possible topics: a new car, beginning college in middle age, learning a new language, watching TV, living in another country, marriage, having a phobia).
15. Facilitator discusses the following information:

Adverbial Conjunction

An **adverbial conjunctions** join clauses of equal value. They are like coordinating conjunctions because they join independent clauses together to make compound sentences.

accordingly consequently moreover hence
 however nevertheless therefore

Adverbial Conjunctions

Adverbial conjunctions join clauses of equal importance. These conjunctions are also known as “transitional adverbs.” Sometimes these conjunctions follow semicolons and link two independent clauses. If the conjunction connects a clause of lesser importance to a primary clause, use a comma in place of the semicolon. When an adverbial conjunction begins a sentence, use a comma after the conjunction.

The common adverbial conjunctions are:

accordingly	furthermore	likewise	still
besides	hence	nevertheless	therefore
consequently	however	so	thus

Carefully punctuate adverbial conjunctions. Too many or too few commas are common mistakes.

The money was found under his bed; **consequently** we assumed he was the thief.

She lied about knowing him, **so** we suspect her of being an accomplice.

Thus, we arrested her, too.

16. Facilitator discusses some examples where Adverbial Conjunctions of addition and contradiction are used to organize a paragraph about advantages and disadvantages:

- a. One advantage to psychoanalysis is that people become aware of the causes of their disorder. **However**, a disadvantage of going through analysis is the fact that it can take many years of sessions; **in addition**, an implicit drawback is the expense.

17. Facilitator elicits other examples. Discuss examples orally.

Discuss information on Paraphrasing and Summarizing, that students brought to class. Discuss doubts and questions. (URL: http://owl.english.purdue.edu/handouts/research/r_quotprsum.html)

18. Facilitator assigns students to select one of the therapies that were discussed in class. Have them write one paragraph about the approach to therapy that he or she has selected. In the first few sentences, summarize the approach. Then in the rest of the paragraph, present the advantages and disadvantages to this approach. (You can use the chart that was completed in class in Activity # 10 to help you with this information.) Write complete sentences about the advantages and disadvantages; be sure to use the structures studied in class (Activity 13). Use Adverbial Conjunctions of addition and contradiction. Remember to maintain either passive or active voice. This paragraph is due in Workshop 2. Evaluation Criteria is available in Appendix A.
19. Facilitator previews Workshop 2.

Workshop Two

Medicine and Drugs: Addictive Substances

Specific Objectives:

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

1. Read about medicine and drugs and how they are addictive.
2. Addiction in different countries.
3. Identify Main ideas and important details
4. Use pronouns and possessive adjectives and identify their meaning in context.
5. Write a persuasive paragraph
6. Review the use subordinating conjunctions.
7. Avoid fragments.
8. Understand metaphors.
9. Discuss and use the present unreal conditional.

Websites:

The Babies of Addiction

<http://www.whale.to/drugs/birth.htm>

<http://health.yahoo.com/health/centers/addiction/2607.html>

<http://www.medhelp.org/forums/addiction/messages/30711a.html>

<http://www.nzdf.org.nz/update/messages/2546.htm>

<http://www.eveningtelegraph.co.uk/output/2004/01/19/story5542929t0.shtm>

<http://www.kidsource.com/kidsource/content/drgfreept2.html>

Fetal Alcohol Syndrome

http://www.nofas.org/main/what_is_FAS.htm

<http://www.well.com/user/woa/fsfas.htm>

<http://www.thearc.org/misc/faslist.html>

<http://www.come-over.to/FAS/>

Addiction in Developing Countries

http://www.idrc.ca/reports/photoreps/slideshow.cfm?rep_id=7&pphot_id=12

<http://www.stmichaelshospital.com/content/media/release.asp?newsid=117&fn=detail&cat=>

http://www.tobaccofreedom.org/issues/specials/us_exports.html

<http://www.drugtext.org/library/articles/96745.htm>

<http://wbln0018.worldbank.org/HDNet/HDdocs.nsf/0/0714560c3c43b42685256a4200603852?OpenDocument>

Alcohol in Russia

http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&list_uids=10659717&dopt=Abstract

<http://www.marketresearch.com/map/prod/876737.html>

<http://www.lshtm.ac.uk/ecohost/projects/alc-death-ru.htm>

<http://ideas.repec.org/p/iza/izadps/dp432.html>

Addiction Among Street Children

http://www.cwin-nepal.org/press_room/factsheet/glue_sniffing.htm

<http://www.casa-alianza.org/EN/human-rights/violations/state-violence/addiction.phtml>

http://www.metimes.com/2K/issue2000-27/commu/drug_addiction_among.htm

<http://www.psychiatry.org.ua/eng/eng026.htm>

Substance Abuse Among Indigenous Peoples

<http://db.ndri.curtin.edu.au/area.asp?areaid=2>

<http://www.lead.org.au/lanv8n1/l8v1-14.html>

<http://www.mtnforum.org/resources/library/unwir99b.htm>

Codependency

<http://www.recoveryresources.org/codependency.html>

<http://www.susankramer.com/sitemap.html>

<http://www.recovery-man.com/coda/codependency.htm>

<http://skepdic.com/codepend.html>

<http://epinions.henderco.com/index.htm>

<http://www.habitsmart.com/cdpnt.htm>

Addiction Recovery

<http://www.teen-anon.iwarp.com/steps.htm>

<http://www.marijuana-anonymous.org/Pages/loved.html>

<http://www.cdaweb.org/steps.html>

<http://www.methadone2.com/drug-info.htm>

Al-Anon Family Groups

<http://www.sfn.saskatoon.sk.ca/health/alanon/>

<http://www.ola-is.org/>

Families Anonymous

<http://www.familiesanonymous.org/>

Gamblers Anonymous

<http://www.gamblersanonymous.org/>

<http://www.gamblersanonymous.org/20questions.html>

Narcotics Anonymous

<http://www.na.org/>

Overeaters Anonymous

<http://www.oa.org/>

Parents Anonymous

<http://www.parentsanonymous.org/paIndex1.htm>

Smokers Anonymous

<http://www.calder.net/cdave/2003-09-01-smokers-anonymous.html>

<http://www.nicotine-anonymous.org/>

Metaphors

<http://www.colorado.edu/PWR/writingtips/13.html>

http://owl.english.purdue.edu/handouts/general/gl_metaphor.html

Subordinating Conjunctions

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

<http://grammar.englishclub.com/conjunctions-subordinating.htm>

<http://www.wm.edu/CAS/modlang/gasmit/grammar/conjuncts/subord1.htm>

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

<http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/WhatIsASubordinatingConjunction.htm>

<http://englishplus.com/grammar/00000377.htm>

<http://www.bartleby.com/68/5/5805.html>

Avoiding and Repairing Fragments

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

<http://198.85.71.76/english/grammarguide.html>

http://www.waycross.edu/faculty/tstrick/Grammar_Help.html

<http://ccc.commnet.edu/sensen/part2/eight/index.html>

http://www.bristol.mass.edu/Department_Pages/Quest_Writing_Lab/grammar/s-errors.htm

http://webster.commnet.edu/cgi-shl/quiz.pl/fragments_add1.htm

The Present Unreal Conditional

<http://www.englishpage.com/conditional/presentconditional.html>

<http://www.i-claudius.com/esl/condition.html>

<http://www.geocities.com/Athens/Olympus/7583/condless.html>

<http://www.educeth.ch/english/language/grammar.html>

<http://smccd.net/accounts/sevas/esl/reviewlesson/condition2a.html>

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

http://ccc.commnet.edu/grammar/quizzes/conditional_quiz.htm

<http://wwwhomes.uni-bielefeld.de/sgramley/Gram-03-04-Condit.htm>

Writing a Persuasive Paragraph

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

<http://palc.sd40.bc.ca/palc/classes/litcomp4/litcomp4pers.htm>
<http://www.iss.stthomas.edu/studyguides/wrtstr4.htm>
http://www.hamilton.edu/academic/Resource/WC/Effective_essays.html
http://www.ivcc.edu/eng1002/handout_effectiveorganization.htm
<http://www.thewritesource.com/STUDENTMODELS/WI-Petpeeve.HTM>
<http://www.thewritesource.com/STUDENTMODELS/WI-ClassizEd.HTM>

Additional resources for Workshop 2

Bronson Merki, Mary & Merki, Don (1994) "Addiction: The Downward Slide"
Health: A Guide to Wellness. Pp. 497-498 & 500-506. McGraw Hill.

Kantrowitz, Barbara "The Crack Children" from *Newsweek* (February 12, 1990):
62.

World Health, 48, no. 4, July-august, 1995

Assignments prior to Workshop Two:

1. Remember to work on your Class Pictionary and Comic Strip Reflection.
This is due in Workshop 4.

2. Read in your (QUEST) textbook or in any other available resource on the following topics: (Some of the Internet Sites provide you with some sources where you can read on these topics. You can look in other books available in your library)
 - a. The Babies of Addiction
 - b. Fetal Alcohol Syndrome
 - c. Addiction in Developing Countries
 - d. Alcohol in Russia
 - e. Addiction Among Street Children
 - f. Substance Abuse Among Indigenous Peoples
 - g. Al-Anon Family Groups
 - h. Families Anonymous
 - i. Gamblers Anonymous
 - j. Narcotics Anonymous
 - k. Overeaters Anonymous

I. Parents Anonymous

m. Smokers Anonymous

3. Also read on the use of Metaphors, Subordinating Conjunctions, Avoiding and Repairing Fragments, The Present Unreal Conditional, Writing a Persuasive Paragraph. (Some of the Internet Sites provide you with some sources where you can read on these topics. You can look in other books available in your library.)
4. Visit the websites, actively read and make notes on them. Make sure you understand terminology and use the dictionary if needed.
5. Remember to complete the assignment from Workshop 1. (Description and Evaluation Criteria available in Appendix A and in Workshop 1.)

Activities

1. Students turn in their assignment from Workshop 1.
2. Facilitator divides students into three groups. Have them in their groups, socially discuss one of the following four questions. Have a student report what they found out through their readings and experience.
 - a. If a pregnant woman is addicted to drugs or alcohol, what might happen to her unborn baby?
 - b. In your country, who takes care of the baby of a mother who cannot take care of her child because of her addiction?
 - c. In your country, do many people adopt a child – in other words, take someone else's child into their home and legally become the child's parents?
 - d. What are some problems of babies born to mothers who smoked crack (an illegal drug; a strong form of cocaine that is smoked) or drink alcohol during pregnancy?
3. Facilitator discusses what a metaphor is with the students. Review the definition. Facilitator can bring some examples of metaphors. (She had a special place in his heart. He had finally come to the point of conclusion. The CPU is the central hub of the computer) Also discuss the reasons why a writer may use metaphors in writing. (URL: http://owl.english.purdue.edu/handouts/general/gl_metaphor.html).
4. The Facilitator gives out little pieces of paper with some metaphors. Have students orally present the metaphor and describe the comparison. Samples of possible metaphors could be:
 - a. Your browser is your doorway to the internet.
 - b. Education is a gateway to success.
 - c. Tolerance is the window to peace.
 - d. On the road to peace.

- e. Life in the fast lane.
 - f. Following the path of enlightenment.
 - g. In the bowels of the ship.
 - h. A child needs room to grow.
 - i. His mind was caged by depression.
 - j. She followed in her mothers' footsteps.
 - k. The business was about to take flight.
 - l. His head was spinning with excitement.
 - m. He was hitting his head against a brick wall.
 - n. She had returned from the edge of death.
 - o. Sports rules set the boundaries of fair play.
 - p. A blanket of snow fell through the night.
 - q. The detective had wrapped up the mystery.
 - r. He had become a shell of a man.
5. Facilitator divides group into three groups. Hand out one of the following questions to each member of the group. Have groups discuss the question presented to them and prepare a short oral presentation on their views. They can present their views in a dramatization, monologue, or role-play. The questions are as follows:
 - a. Group 1 – Should crack or FAS babies be taken away from their mothers? Why or Why not?
 - b. Group 2 – What should society do about women who use drugs or alcohol during pregnancy?
 - c. Group 3 – What should be the responsibility of the fathers of these babies that are born to addicted mothers?
 6. Provide them with ten to twenty minutes to discuss their views and then about ten more minutes to prepare their report. They have to provide a five to ten minute report.
 7. Facilitator guides discussion on addiction in other countries. Some sample questions:
 - a. What did students find out as they read in their textbook or in the different resources they found? (QUEST)
 - b. Why do people use- and abuse- tobacco, alcohol, and glue?
 - c. Why do indigenous people value psychoactive substances?
 - d. What are examples of psychoactive substances?
 - e. What substance do people use (or abuse) in your culture?
 - f. What reasons can you give for this use (or abuse)?
 - g. Are there any government programs to help people with addiction?
 - h. Are there advertisements for cigarettes or alcohol in magazines in your country? Are there commercials (ads) on TV for cigarettes and alcohol?
 - i. In your country, are these ads against the use of tobacco, alcohol, or drugs?
 8. Facilitator divides group into smaller groups and asks them to write a short radio commercial and design a poster to persuade children not to start 1) smoking, 2) drinking alcohol, 3) sniffing glue, or 4) using drugs.

(Choose just ONE of the four.) Have some read the commercial and explain the poster. (For this activity, it would be recommended facilitator provides chart or easel-pad paper, scissors, clip art or old magazines which students can cut from, markers, tape, glue and other crafts materials.)

9. Facilitator points students to Appendix F – Addiction the Downward Slide or to page 202 in their textbooks (QUEST). If available the downward slide is available in “Addiction the Downward Slide” from Mary Bronson Merki and Don Merki, *Health: A Guide to Wellness*, 1994.
10. As students read the downward slide, facilitator asks the following questions and socially discuss the answers.
 - a. Do you think it is possible for people to remain at Step 1 and not move on to the other steps?
 - b. Can you think of famous people in the news who seem to be at each one or some of the steps?
 - c. In your opinion, what can friends and family of an addict do to prevent this person from “hitting bottom” – reaching the last step?
 - d. What is life like for the family of a person at each of the steps?
 - e. What harmful things can a family of an addict do?
 - f. What is addiction?
 - g. What do co-dependents do? Do they help an addict?
 - h. What can the family of an addict do to help him or her stop the downward slide?
 - i. What are the first two steps an addict must take to recover from addiction?
 - j. There seems to be a lot of drug and alcohol abuse among musicians and models. What might be some reason for this? Can you think of other groups of people who have high rate of substance abuse?
 - k. In your culture, are there Alcoholics Anonymous groups? Here are some other support groups to help addicted people. What did you find out about these groups in your assigned reading? Do any of these groups exist in your country or city or town?
 - i. Al-Anon Family Groups
 - ii. Families Anonymous
 - iii. Gamblers Anonymous
 - iv. Narcotics Anonymous
 - v. Overeaters Anonymous
 - vi. Parents Anonymous
 - vii. Smokers Anonymous
 - l. What do people in your culture usually do to help a family member or a friend who has a problem with addiction?
11. Facilitator reviews the use of Subordinating Conjunctions. (Use Appendix G for some materials).
12. Facilitator asks students to complete exercises in Appendix H. Facilitator can either assign them for the next class, or may divide the exercises up in groups or discuss them orally.

13. Facilitator discusses sentence fragments and how to avoid them.
PowerPoint sample presentation is available in Appendix I.
14. Facilitator guides discussion of the Present Unreal Conditional. Discuss the following information:

The Present Unreal Conditional

To express a situation that does not actually exist in the present time, you can use the present unreal conditional.

Examples:

If I knew what to do, I would help him.

(This means: I don't know what to do, so I don't help him.)

She wouldn't have these problems if she didn't have FAS.

(This means: She has these problems because she has FAS.)

In these examples, you see that the conditional is opposite the real situation. In other words, if the verb in the real situation is negative, it will become affirmative in the conditional. An affirmative verb in the real situation will become negative in the conditional.

Note: *If* is one of the subordinating conjunctions, so use the same punctuation that you use with all subordinating conjunctions.

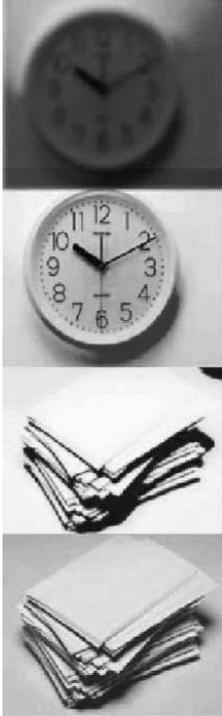
In the conditional, the cause is in the dependent clause with *if*. The effect or result is in the main clause; it includes *would*, *could*, or *might* + the simple form of the verb.

In the clause with *if*, the verb is in the past tense, but the meaning is present. If this verb is be, use only *were* – not *was*.

Example:

If I were you, I'd try it.

15. Facilitator directs students to complete the exercises on Present Unreal Conditional on Appendix J.
16. Facilitator guides discussion of the organization of a persuasive paragraph.

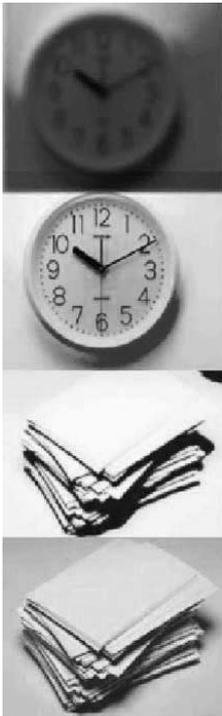


Persuasive/Argumentative Paragraphs

- 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

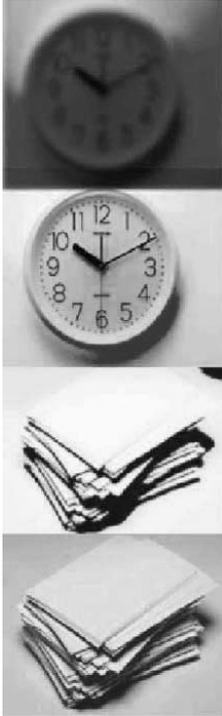
<http://www.delmar.edu/engl/wrtctr/handouts/persuasive.htm>



Elements toward building a good persuasive paragraph 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 paragraph, 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 paragraph.** Figure out what evidence you will include and in what order you will present the evidence. Remember to consider your purpose, your audience, and your topic.

17. Facilitator assigns students to write a persuasive paragraph on one of the following topics.
 - a. What should be done to persuade children not to begin smoking?
 - b. What can be done to persuade children not to begin taking illicit drugs?
 - c. Should government be involved in the campaign to stop people from smoking?
 - d. What is one possible solution to the problem of alcoholism?
18. Facilitator should remind students that they should make sure they have a good topic sentence (review this concept if needed). Remind student they must gather evidence, from their reading and class discussions.
This is due in Workshop 3. Evaluation Criteria available in Appendix A.
19. Facilitator presents a preview of Workshop 3.

Workshop Three **Secrets of Good Health**

Specific Objectives:

At the end of this, workshop students will:

1. Discuss various ways to retain and regain good health.
2. Write a paragraph of definition.
3. Identify and use possessive adjectives
4. Use Italics and Quotation Marks
5. Review Conjunctions and sentence combining with conjunctions.

Websites:

Secrets of Good Health

<http://news.bbc.co.uk/1/hi/health/1781855.stm>

<http://www.choicesfor.com/>

<http://www.aeb.org/food/eggs-health.html>

<http://www.suite101.com/article.cfm/3704/20687>

<http://www.dartmouth.edu/~biomed/new.html/integrative.html/tsld003.htm>

<http://www.fitfamily.info/fitness/perfecthealthen.htm>

Centenarians

<http://www.fitfamily.info/fitness/perfecthealthen.htm>

<http://www.adlercentenarians.com/ncap.html>

<http://en.wikipedia.org/wiki/Centenarian>

Possessive Adjectives

<http://a4esl.org/q/h/fb005-bp.html>

<http://www.uottawa.ca/academic/arts/writcent/hypergrammar/adjective.html>

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

<http://www.clta.on.ca/EAOnline/GrammarCentral/possessive.html>

<http://doug-j.org/posadj/posadj.htm>

http://www.homepages.ihug.com.au/~adelegc/grammar/possessive_adjectives/possessiveadjectives.html

<http://www.james.rtsq.qc.ca/Virtgram/possadj.htm>

Using Italics and Quotation Marks

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

http://www.tcc.fl.edu/dept/acsu/writing_center/writing/italicsunderlining.htm

<http://www.writing4success.com/tipsheet21.htm>

<http://www.bedfordstmartins.com/online/cite6.html>

http://www.esc.edu/esonline/across_esc/writerscomplex.nsf/0/1f535da38d1d5ea8852569c30072b4b2?OpenDocument

<http://webster.commnet.edu/grammar/marks/quotation.htm>
http://owl.english.purdue.edu/handouts/grammar/g_quote.html
http://owl.english.purdue.edu/handouts/grammar/g_overvw.html
<http://www.uvsc.edu/owl/handouts/quotes.html>
<http://www.uvsc.edu/owl/tests/punct/punct.html>
<http://jerz.setonhill.edu/writing/grammar/quotes/basic.htm>
<http://englishplus.com/grammar/00000110.htm>

Conjunctions

<http://webster.commnet.edu/grammar/conjunctions.htm>
<http://www.gsu.edu/~wwwesl/egw/bryson.htm>
<http://a4esl.org/q/h/vm/conj01.html>
<http://grammar.englishclub.com/conjunctions.htm>
<http://www.uottawa.ca/academic/arts/writcent/hypergrammar/conjunct.html>
<http://www.virtualsalt.com/conjunct.htm>

Definition Paragraphs

<http://web.uvic.ca/wguide/Pages/ParDevDef.html>
http://www2.actden.com/writ_den/tips/paragrap/define.htm
<http://www.azed.us/students/languagearts/la68lessons/2la68s/paragraphs.html>

Writing Definitions

http://owl.english.purdue.edu/handouts/general/gl_define.html
<http://www.phrasebank.man.ac.uk/page003a.htm>

Additional resources for Workshop 3

Beck, Melinda. (1992) "Attention, Willard Scott: More and More People are Living to See 100". *Newsweek*: (May 4, 1992): 75.

Weil, Andrew. (1983, 1988, 1995) "Ten Principles of Health and Illness." *Health and Healing*, pp 52-62 & pp. 41-47. Houghton Mifflin Company.

Assignments prior to Workshop Three

1. Remember to work on your Class Pictionary and Comic Strip Reflection. This is due in Workshop 4.
2. Remember to complete the assignment from Workshop 2. (Description and Evaluation Criteria available in Appendix A and in Workshop 2.)
3. Read in your textbook (QUEST) or in any other available resource on the following topics: (Some of the Internet Sites provide you with some sources where you can read on these topics. You can look in other books and/or magazines available in your library)
 - a. Secrets of Good Health

b. Centenarians

Claire Willi
Harry Schneider
Lizzie Norman
Henry Neligan
Robert Coulter

4. Also read on the following topics: (Some of the Internet Sites provide you with some sources where you can read on these topics. You can look in other books available in your library.)
 - a. Possessive Adjectives
 - b. Using Italics and Quotation Marks
 - c. Conjunctions
 - d. Definition Paragraphs
 - e. Writing Definitions
5. Visit the websites, actively read and make notes on them. Make sure you understand terminology and use the dictionary if needed.

Activities:

1. Students turn in their assignment from workshop 2. Facilitator returns assignment from Workshop 1. Discuss similar difficulties and review criteria as well as any grammar or mechanical errors found among majority of students. Point out in general terms (without mentioning names) what can be done to do better.
2. Facilitator presents students with several quotes. This can be done by writing different quotes on pieces of paper and having students read the quote they get and answering simple questions such as:
 - a. Did you like your quotation? Why or why not?
 - b. Is this similar to any other saying or proverb about health from your culture?
3. Sample quotes are available in Appendix K.
4. Facilitator guides discussion of the Ten Principles of Health and Illness in Appendix K. (These principles are available in your (QUEST)Textbook on Pages 219-220.) Facilitator asks students discussion questions, such as:
 - a. Were you surprised by any of Dr. Weil's the principles? If so, which ones?

5. Ask students to look back at the quotations presented in Activity #2: Which of the quotations seem to agree with (or restate) these principles of good health?
 - a. Perfect health is not attainable
 - b. The body has innate healing abilities
 - c. All illness is psychosomatic
 - d. Proper breathing is the key to good health
6. Facilitator divides group into smaller groups. Have them develop a poster with the 5 principles of good health according to them. They may use some of the principles in Dr. Weil's presentation, but they can also use materials they have read before coming to class and their own experience. (15 minutes)
7. Facilitator has a representative from each group present the poster and explain why the group decided on those specific principles. (no more than 10 minutes)
8. Facilitator should then ask students what they found out about Centenarians. Ask students if they were able to read on the following Centenarians:

Claire Willi
 Harry Schneider
 Lizzie Norman
 Henry Neligan
 Robert Coulter

9. Facilitator can continue the discussion in class by asking the following: What do centenarians have in common? (How are they similar?) What are some other explanations for long life?
10. Identify the secrets to healthy living according to Claire Willi, Harry Schneider, Henry Neligan, and Robert Coulter. Use the following table:

Three Secrets of Healthy Living...

Harry Schneider	
Claire Willi	
Robert Coulter	
Henry Neligan	

11. Facilitator guides discussion on possessive adjectives. Appendix M has materials the facilitator can use to discuss this topic. It also contains an exercise that students can complete and discuss orally in class.
12. Facilitator guides discussion on the use of Italics and Quotation Marks. Appendix N presents a sample PowerPoint that may be used to discuss some uses of Quotation Marks. Also refer to the URLs for this Workshop. Specially to <http://www.uvsc.edu/owl/handouts/quotes.html> and http://owl.english.purdue.edu/handouts/grammar/g_overvw.html. (Available in Appendix O)
13. Complete the following exercise: Re-write these sentences using quotation marks, and italics correctly. If you can't write in italics, use underline. (answers are available in Appendix P)
 - a. Only one course was open to us: surrender, said the ex-major, and we did.
 - b. In last week's New Yorker, one of my favorite magazines, I enjoyed reading Leland's article How Not to Go Camping.
 - c. Yes, Jim said, I'll be home by ten.
 - d. Montaigne wrote the following: A wise man never loses anything, if he has himself.
 - e. When the teacher commented that her spelling was poor, Lynn replied, All the members of my family are poor spellers. Why not me?
 - f. He used the phrase you know so often that I finally said, No, I don't know.
 - g. Whoever thought, said Helen, that Jack would be elected class president?
 - h. In baseball a show boat is a man who shows off.
 - i. There was a very interesting article entitled The New Rage for Folk Singing in last Sunday's New York Times newspaper.
 - j. Whoever is elected secretary of the club--Ashley, or Chandra, or Aisha--must be prepared to do a great deal of work, said Jumita, the previous secretary.
 - k. Darwin's *On the Origin of Species* (1859) caused a great controversy when it appeared.
14. Facilitator and students review conjunctions: subordinating, coordinating, and adverbial conjunctions. Use materials from Workshop 1 and 2.
15. Facilitator provides two or three exercises where students use the different types of conjunctions to combine sentences. (Note to

Facilitator: You may use the ones in the QUEST textbook available to students, or create your own).

16. Facilitator discusses the following information of Writing Definitions.

A formal definition is based upon a concise, logical pattern that includes as much information as it can within a minimum amount of space. It consists of three parts.

- The term (word or phrase) to be defined
- The class of object or concept to which the term belongs.
- The differentiating characteristics that distinguish it from all others of its class

You have readily available to you a number of such definitions, a single sentence in length, which you have been memorizing since grade school days. "Water (term) is a liquid (class) made up of molecules of hydrogen and oxygen in the ratio of 2 to 1 (distinguishing characteristics)." Practice in the writing of such brief formal definitions is good mental discipline as well as excellent training in conciseness and care in the use of words.

In writing a definition:

- Avoid defining with "is when" and "is where." These adverb phrase introducers do not work well when defining a word. A noun should be defined with a noun, a verb with a verb, an adjective with an adjective.
- Do not define a word by mere repetition.
- Define a word in simple and familiar terms.
- Keep your class small but adequate. It should be large enough to include all members of the term you are defining but no larger.
- State the differentiating characteristics precisely.

This page is located at http://owl.english.purdue.edu/handouts/print/general/gl_define.html
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Writing a Definition

Frequently, especially on essay exams, you will need to define terms. You can clearly explain what something means by using a variety of methods. Here are eight types of definitions, with examples of each.

1. synonym

peaks = high points

longevity = long life

2. dictionary definition

deadpan = "with no show of feeling, especially when telling jokes"
(*Longman Dictionary of American English*)

innate = "existing in one from birth" (*Random House Dictionary of the English Language*)

3. your own definition

outlook = an attitude or way of looking at something

4. classification

TERM	CLASS (GROUP)	DIFFERENTIATION
Chronobiology	is a science	that examines the effect of time on living systems.
A centenarian	is a person	who lives to be 100.

5. function

A census bureau collects population figures.

A doctor heals people.

6. etymology (the origin or history of a word)

The word *centenarian* comes from the Latin *cent*, which means “hundred.”

Chronobiology is derived from three Greek roots: *chron*, meaning “time,” *bio* (“life”), and *-logy* (“study”).

7. negation

Beauty is not just an attractive appearance.

A “period of relative illness” does not necessarily mean being sick in bed or having to call a doctor.

8. example

An example of a serious illness is cancer.

Claire Willis, Harry Schneider, and Lizzie Norman are examples of centenarians who have not only lived long but also well.

17. Facilitator divides group into 6 groups. Each group gets a different word from the list that follows. Have them write as many types of definitions as possible for that word. It might be necessary to allow students to go the library or use Online Dictionaries.

- a. physician
- b. cancer
- c. healer
- d. equilibrium
- e. longevity
- f. yin and yang

18. Have students present their definitions.

19. Facilitator discusses “Writing a Paragraph of Definition.”

Writing a Paragraph of Definition

In writing a paragraph of definition you will use as many types of definitions as necessary to explain a word or term clearly. The specific type of definitions that you choose depend on the word you are explaining.

Remember to:

- Include as many different types of definitions as possible for the term.
- Try not to repeat the type of definitions you use.
- Use quotation marks around definitions taken from other sources.
- The source should be cited (given credit).
- Provide examples.
- Provide a conclusion summarizing the paragraph.

20. Assign students to complete a paragraph of definition on the term they defined from Activity # 17 for this Workshop. Evaluation Criteria is available in Appendix A. **This will be due in Workshop 4.**

21. Facilitator provides a preview of Workshop 4.

Workshop Four

The Five Paragraph Essay

Note: Workshop Four and Five are to be seen as one unit. What students begin in Workshop 4 will be evaluated in Workshop 5.

Specific Objectives:

At the end of this, workshop students will:

1. Demonstrate knowledge of the organizational components of a five paragraph essay by locating, identifying and underlining the following items in a model essay:
2. Demonstrate comprehension of the purpose, form and organization of a five paragraph essay by restating the purpose and describing the organization components in their own words.
3. Demonstrate application of the organizational components of a five paragraph essay by using an essay evaluation checklist to evaluate an essay written by a previous student.
4. Demonstrate comprehension of the message (theme) in a song by explaining the theme, identifying the missing life skills in the story lyrics, and giving examples of real life situations that relate to the theme of the song "Don't Laugh at Me" by Mark Wills.
5. Demonstrate synthesis by creating an essay on the topic of caring and respect for others.

Websites:

<http://7-12educators.about.com/library/howto/ht5essay.htm>
http://ccc.commnet.edu/grammar/five_par.htm
<http://depts.gallaudet.edu/EnglishWorks/writing/fiveparagraph.html>
http://eslbee.com/5_paragraph_essay.htm
<http://members.tripod.com/~lklivingston/essay/>
http://www.calstatela.edu/centers/write_cn/fivepara.htm
http://www.calstatela.edu/centers/write_cn/fivepara.htm
<http://www.chci.org/chciyouth/scholarship/howtowriteessay.htm>
http://www.csupomona.edu/~uwc/non_protect/student/5para.htm
http://www.csupomona.edu/~uwc/non_protect/student/Journey5cp.htm
<http://www.edb.utexas.edu/pbl/ESOL/>
<http://www.edb.utexas.edu/pbl/ESOL/pgraph.htm>
<http://www.educationworld.com/awards/past/2000/r1200-03.shtml>
<http://www.english-zone.com/writing/strctr-quiz.html>
<http://www.familyeducation.com/article/0,1120,23-28980,00.html?relinks>
<http://www.gc.maricopa.edu/English/essay/>
<http://www.gc.maricopa.edu/English/essay/table.html>

<http://www.geocities.com/SoHo/Atrium/1437/>
http://www.iss.stthomas.edu/studyguides/5paragraph_edit.htm
<http://www.kcmetro.cc.mo.us/maplewoods/writeplace/organization.html>
<http://www.kent.k12.wa.us/KSD/KR/WRITE/FIVE/>
http://www.libarts.ucok.edu/english/rhetoric/rhetoric/five_paragraph_essay.htm
<http://www.mchscool.org/~malbert/5paragraph.htm>
http://www.southampton.liu.edu/fw/portfolio_resource_guide/d1a.htm
http://www2.actden.com/writ_den/tips/paragrap/

Assignments prior to Workshop Four

1. Remember to complete the assignment from Workshop 3. (Description and Evaluation Criteria available in Appendix A and in Workshop 3.)
2. What is an essay? Define the term and come ready to discuss it in class. As you look and read at the URLs answer the following questions:
 - a. What is an essay?
 - b. How many different types of essay are there?
 - c. What are the characteristics of each one of these types of essay?
 - d. What is the structure of the five paragraph essay?
3. **Remember Class Pictionary with Comic Strip Reflections is due in Workshop 4.**

Activities:

1. Students turn in their assignment from Workshop 3. Facilitator returns assignment from Workshop 2. Discuss similar difficulties and review criteria as well as any grammar or mechanical errors found among majority of students. Point out in general terms (without mentioning names) what can be done to do better.
2. Students hand in Class Pictionary and Comic Strip Reflection.
3. Facilitator returns assignment from Workshop 2. Discuss similar difficulties and review criteria as well as any grammar or mechanical errors found among majority of students. Point out in general terms (without mentioning names) what can be done to do better.
4. Put transparency of "Key Points" on the overhead and review with the class. (Appendix Q).
5. Explain that the purpose of writing an essay is to inform and that it designed to explain three things or three main points about your topic.
6. ASK: If you were to write a five paragraph essay on a pencil, what things could you write about? Take responses from the class. Typical responses are: how it is made, the eraser, the lead, the wood, etc.
7. Handout copies of "Writing a Five Paragraph Essay" (Appendix R)
8. Read "Writing a Five Paragraph Essay" with the class from the overhead and student copies
9. Ask student to identify the title of the essay. What is the paper about?

10. Ask students to locate the topic sentence and three supporting ideas in the introductory paragraph. Underline the topic sentence in red. Underline each of the supporting ideas with a different color (Example: green for the first idea, blue for the second, and orange for the third. In this handout, the supporting ideas would be: introduction, support, and conclusion). Demonstrate on the overhead and invite student to do the same on their copies.
11. Ask students what supporting idea is discussed in paragraph 2. Underline paragraph 2 using the same color as the supporting idea identified in the introduction (green).
12. Ask students what supporting ideas are discussed in paragraph 3 and 4. what color should they be? Underline each paragraph with the same color used to identify the supporting ideas from the introduction (paragraph 3 - blue, paragraph 4 - orange).
13. Ask students to locate the restatement of the topic sentence, the summary of supporting ideas, and the clincher statement. Underline the restatement of the topic sentence in red and the summary of the supporting ideas in the three colors used previously.
14. Small Group: Have students select a writer for their group. Have groups describe the organizational components of a five paragraph essay in their own words or in a list. (Think about what you have just learned. What do you need to remember about the organization of an essay when you write?)
15. Call on individual students to share ideas from their group.
16. If students don't include the purpose of an essay, ask students: What is the purpose of writing an essay? Take several responses.
17. Show key points (Appendix Q) on the overhead and point out all of the items the students were able to describe.
18. Tell students they will write an essay based on a song.
19. Hand out the lyrics to the song "Don't Laugh at Me" by Mark Wills. (Appendix S) If you have it available you may play it and have students listen carefully to the words. If the CD is not available just reading the lyrics will do.
20. Ask students to explain the theme or message of this song in their own words.
21. Re-read the song again and ask students to identify the examples the writer gives to support the theme.
22. Ask students to give some of the examples the writer uses.. Take several responses and write them on the board.
23. Ask students to give other real life examples that apply to the theme of the song and write suggestions on the board.
24. As a group, have students help plan for writing an essay on the song's theme by making a web on the board. "What would be a good title/topic for an essay on caring and respect?" Take several responses and use one as a demonstration. Use this topic as the center of your web on the board. "What three ideas could we use to support our topic?" Create three spin-

- offs from the web theme using responses from the class. "What could we say in each of these supporting paragraphs?" Write responses on the board linked to the appropriate supporting web bubble.
25. Have students write a draft essay on the theme from the song "Don't Laugh at Me."
 26. Encourage students to use the model "Writing a Five Paragraph Essay," (Appendix R) the "Essay Evaluation Checklist" (Appendix T) and the planning web from the board as a guide in their writing.
 27. Put transparency of "Essay Evaluation Checklist" (Appendix T) on the overhead and review with the class.
 28. Small Group: Have students use the "Essay Evaluation Checklist" (Appendix T) to evaluate one of the essays about the song in each group. Ask what score the groups came up with and ask them to justify their score.
 29. Introduce writing topic for Workshop 5. Explain that the next essay topic is the student's choice. "For homework, think of a topic you would like to write about, something you are interested in or know something about. If you need resources for factual information, please bring them with you to class or you may go to the library if necessary."

Workshop Five

The Five Paragraph Essay

Specific Objectives:

At the end of this, workshop students will:

1. Students will demonstrate knowledge of the form and organization of a five paragraph essay by recalling the organizational components discussed on Workshop 4.
2. Students will demonstrate synthesis by creating an essay on the topic of their choice.
3. Students will demonstrate application of the organizational components of a five paragraph Workshop 4.

Websites:

<http://7-12educators.about.com/library/howto/ht5essay.htm>
http://ccc.commnet.edu/grammar/five_par.htm
<http://depts.gallaudet.edu/EnglishWorks/writing/fiveparagraph.html>
http://eslbee.com/5_paragraph_essay.htm
<http://members.tripod.com/~lklivingston/essay/>
http://www.calstatela.edu/centers/write_cn/fivepara.htm
http://www.calstatela.edu/centers/write_cn/fivepara.htm
<http://www.chci.org/chciyouth/scholarship/howtowriteessay.htm>
http://www.csupomona.edu/~uwc/non_protect/student/5para.htm
http://www.csupomona.edu/~uwc/non_protect/student/Journey5cp.htm
<http://www.edb.utexas.edu/pbl/ESOL/>
<http://www.edb.utexas.edu/pbl/ESOL/pgraph.htm>
<http://www.educationworld.com/awards/past/2000/r1200-03.shtml>
<http://www.english-zone.com/writing/strctr-quiz.html>
<http://www.familyeducation.com/article/0,1120,23-28980,00.html?relinks>
<http://www.gc.maricopa.edu/English/essay/>
<http://www.gc.maricopa.edu/English/essay/table.html>
<http://www.geocities.com/SoHo/Atrium/1437/>
http://www.iss.stthomas.edu/studyguides/5paragraph_edit.htm
<http://www.kcmetro.cc.mo.us/maplewoods/writeplace/organization.html>
<http://www.kent.k12.wa.us/KSD/KR/WRITE/FIVE/>
http://www.libarts.ucok.edu/english/rhetoric/rhetoric/five_paragraph_essay.htm
<http://www.mchscool.org/~malbert/5paragraph.htm>
http://www.southampton.liu.edu/fw/portfolio_resource_guide/d1a.htm

http://www2.actden.com/writ_den/tips/paragrap/

Assignments prior to Workshop Five

1. Remember that you will write an essay in the classroom. "For homework, think of a topic you would like to write about, something you are interested in or know something about. If you need resources for factual information, please bring them with you to class or you may go to the library if necessary.

Activities:

1. Facilitator returns assignment from Workshop 3. Discuss similar difficulties and review criteria as well as any grammar or mechanical errors found among majority of students. Point out in general terms (without mentioning names) what can be done to do better.
2. Facilitator also returns Class Pictionary with Comic Strip Reflection. Discuss similar difficulties and review criteria as well as any grammar or mechanical errors found among majority of students. Point out in general terms (without mentioning names) what can be done to do better.
3. What do we need to remember when writing a five paragraph essay?" Take student responses and show "Key Points" from Workshop 4. Point out any points the students may have missed.
4. Tell students they are going to write an essay on the topic of your choice.
5. Remind student of the homework assignment from Workshop 4. Ask students to share some of their topic ideas.
6. Hand out the list of Essay Writing Topic Choices and Prewriting Activities. (Appendix U) If students don't have a topic they want to write about, they may choose one from the list (Item 6 on the list is student choice of topic.)
7. Call students attention to the essay Prewriting Activities. Let students know that they may use these prewriting ideas to help them think and plan for their writing.
8. Ask students to write a draft essay using the five paragraph format from the lesson on Workshop 4 to express their ideas on their topic.
9. Allow student time to gather information form the library, classroom resources, Internet, etc., if needed.
10. Prior to writing, review "Key Points" (Appendix Q) from the lesson on Workshop 4. Encourage students to use the model "Writing a Five Paragraph Essay" (Appendix R) and the "Essay Evaluation Checklist" (Appendixes T and A) as a guide in their writing.
11. Students hand in essay and it is graded as the final exam. The facilitator will use an adapted form of the Essay Evaluation Checklist. (Appendix A)
12. Students complete Course Evaluation Form. Allow the Student Representative to hand out and evaluate the course. The facilitator will leave the classroom.

Appendixes

Appendix A

Evaluation Criteria

Description - Assignment from Workshop 1 (Due during Workshop 2)

Facilitator assigns students to select one of the therapies that were discussed in class. Have them write one paragraph about the approach to therapy that he or she has selected. In the first few sentences, summarize the approach. Then in the rest of the paragraph, present the advantages and disadvantages to this approach. You can use the chart that was completed in class in Activity # 10 (Workshop 1) to help you with this information. Write complete sentences about the advantages and disadvantages; be sure to use the structures studied in class (Activity 13 – Workshop 1). Use Adverbial Conjunctions of addition and contradiction. Remember to maintain either passive or active voice. (30 points)

Evaluation Criteria

Criteria	5	4	3	2	1
1. Is the source cited in the first sentence?					
2. Is the summary in different words from the original text?					
3. Was opinion avoided?					
4. Are the advantages (or disadvantages) presented with the correct grammatical structure?					
5. If the passive voice is used, is it used correctly?					
6. If Adverbial (Relative) clauses were used, were they used correctly?					
TOTAL					
Student's Score / 30					

Appendix A (cont.)

Evaluation Criteria

Description - Assignment from Workshop 2 (Due during Workshop 3)

Facilitator assigns students to write a persuasive paragraph on **one** of the following topics.

- a. What should be done to persuade children not to begin smoking?
- b. What can be done to persuade children not to begin taking illicit drugs?
- c. Should government be involved in the campaign to stop people from smoking?
- d. What is one possible solution to the problem of alcoholism?

Facilitator should remind students that they should make sure they have a good topic sentence (review this concept if needed). Remind student they must gather evidence, from their reading and class discussions.

Evaluation Criteria

Criteria	5	4	3	2	1
1. Is the paragraph form correct (indentation, margins)?					
2. Is the topic sentence arguable?					
3. Is the topic sentence opinion, not fact?					
4. Is there clearly presented evidence?					
5. Is the topic limited enough for one paragraph?					
6. If there is use of the present unreal conditional, is the grammar correct?					
7. Have fragments been avoided?					
TOTAL					
Student's Score / 35					

Appendix A (cont.)

Evaluation Criteria

Description - Assignment from Workshop 3 (Due during Workshop 4)

Assign students to complete a paragraph of definition on the term they defined from Activity # 17 for Workshop 3.

Terms were: **(Use only one)**

- a. physician
- b. cancer
- c. healer
- d. equilibrium
- e. longevity
- f. yin and yang

Evaluation Criteria

Criteria	5	4	3	2	1
1. Is the paragraph form correct (indentation, margins)?					
2. Are there at least three types of definitions?					
3. Is there at least one example?					
4. Are italics used correctly?					
5. Are there quotation marks when necessary (and used correctly)?					
6. Are conjunctions used with correct punctuation?					
7. Is the term clearly defined?					
TOTAL					
Student's Score / 35					

Appendix A (Cont.)

Description - Assignment from Workshop 4 and 5 (Due during Workshop 5)

For homework, students of a topic they would like to write about, something they are interested in or know something about. If they need resources for factual information, they must bring them with them to class or students may go to the library if necessary.

Essay Evaluation Checklist Final Exam

Writer's name: _____

Evaluator #1 (peer): _____

Evaluator #2 (peer): _____

	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
General Form: (10 points)					
• Essay has a title					
• Essay is five paragraphs long					
Introductory Paragraph: (15 points)	5	4	3	2	1
• Is at least three sentences long					
• Has a topic sentence which clearly states what the essay is about					
• Identifies the three ideas which will support the topic					
Paragraph #2: (10 points)	5	4	3	2	1
• Is at least three sentences long					

Appendix A (Cont.)

<ul style="list-style-type: none"> Elaborates on one of the supporting ideas identified in the introductory paragraph 					
Paragraph #3: (10 points)	5	4	3	2	1
<ul style="list-style-type: none"> Is at least three sentences long 					
<ul style="list-style-type: none"> Elaborates on one of the supporting ideas identified in the introductory paragraph, but is different from the idea addressed in paragraph #2 					
Paragraph #4: (10 points)	5	4	3	2	1
<ul style="list-style-type: none"> Is at least three sentences long 					
<ul style="list-style-type: none"> Elaborates on one of the supporting ideas identified in the introductory paragraph, but is different from the ideas addressed in paragraph #2 or #3 					
Closing Paragraph: (20 points)	5	4	3	2	1
<ul style="list-style-type: none"> Is at least three sentences long 					
<ul style="list-style-type: none"> Restates the topic sentence 					
<ul style="list-style-type: none"> Summarizes the three supporting ideas 					
<ul style="list-style-type: none"> Includes a strong closing or clincher statement 					

Appendix A (Cont.)

Mechanics: (25 points)	5	4	3	2	1
• Sentences are clear and grammatically correct.					
• Sentences begin with capital letters and include appropriate ending punctuation					
• Paragraphs are indented					
• Commas and other punctuation are used appropriately					
• Words are spelled and used correctly					
Total Points /100 possible					

Appendix A (Cont.)

Class Pictionary with Reflection on Each Topic (Assigned from Workshop 1 – Due in Workshop 4)

Create a Class Pictionary with Reflection on Each Topic.

Ask students to create dictionary entries for content-area vocabulary with illustrations to help define each word. Pictionaries can be an on-going tool for making new words come alive. Select words from the reading selections discussed in class and assign one or more to each student. The pictionary page for their word should include the following:

- a definition
- the part of speech
- the etymology
- a picture
- a sentence using the word

Work with students to compile the pages into **alphabetical order**, staple the pages together, and add a colorful cover.

Terms that we have encountered in the reading selections are as follows:

Abnormal Psychology	Addiction	Health
deceased	disastrous	pothole
obsessed with	pang	deadpan
concrete	deny	intriguing
assumed	consumption	roughly
maladies	illicit	upbeat up look
possessed	link	defying
impulse	glue	grasp
motive	sniffed	fundamental
overcome	craved	derives
irrational	cope with	ailments
procedure	rely on	recourse
	sober	whereabouts
	confidential	obscured
		integrated

In addition to the Pictionary, for each of the three units mentioned above (Abnormal Psychology – Workshop 1; Addiction – Workshop 2; and Secrets of Good Health – Workshop 3) write a reflection using the following comic strip or create your own comic strip. Complete the following (or create your own) comic strip where you explain, through the characters in the comic strip your impressions and opinions about this unit and the exercises you did.

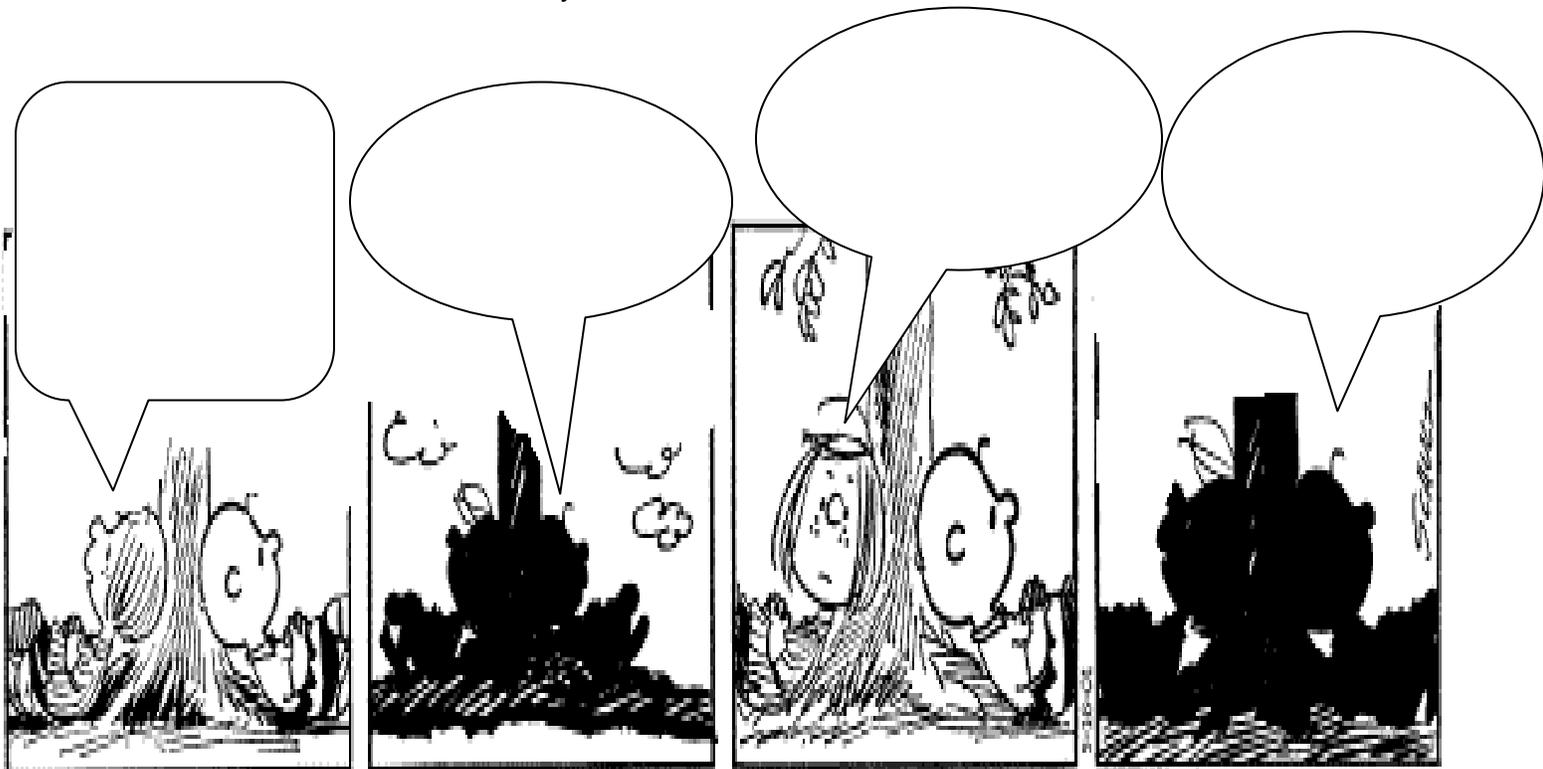
Appendix A (cont.)

For a high-tech comic strip you might want to check out “The Comic Creator” at <http://www.readwritethink.org/materials/comic/index.html>. (Three different samples are available below.)

REMEMBER TO COMPLETE ONE COMIC STRIP FOR EACH UNIT MENTIONED ABOVE! IN OTHER WORDS YOU SHOULD HAVE THREE COMIC STRIPS....

Comic Strip Sample 1

Complete the following (or create your own) comic strip where you explain, through the characters in the comic strip your impressions and opinions about this unit and the exercises you did.



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Appendix A (Cont.)
Comic Strip Sample 2

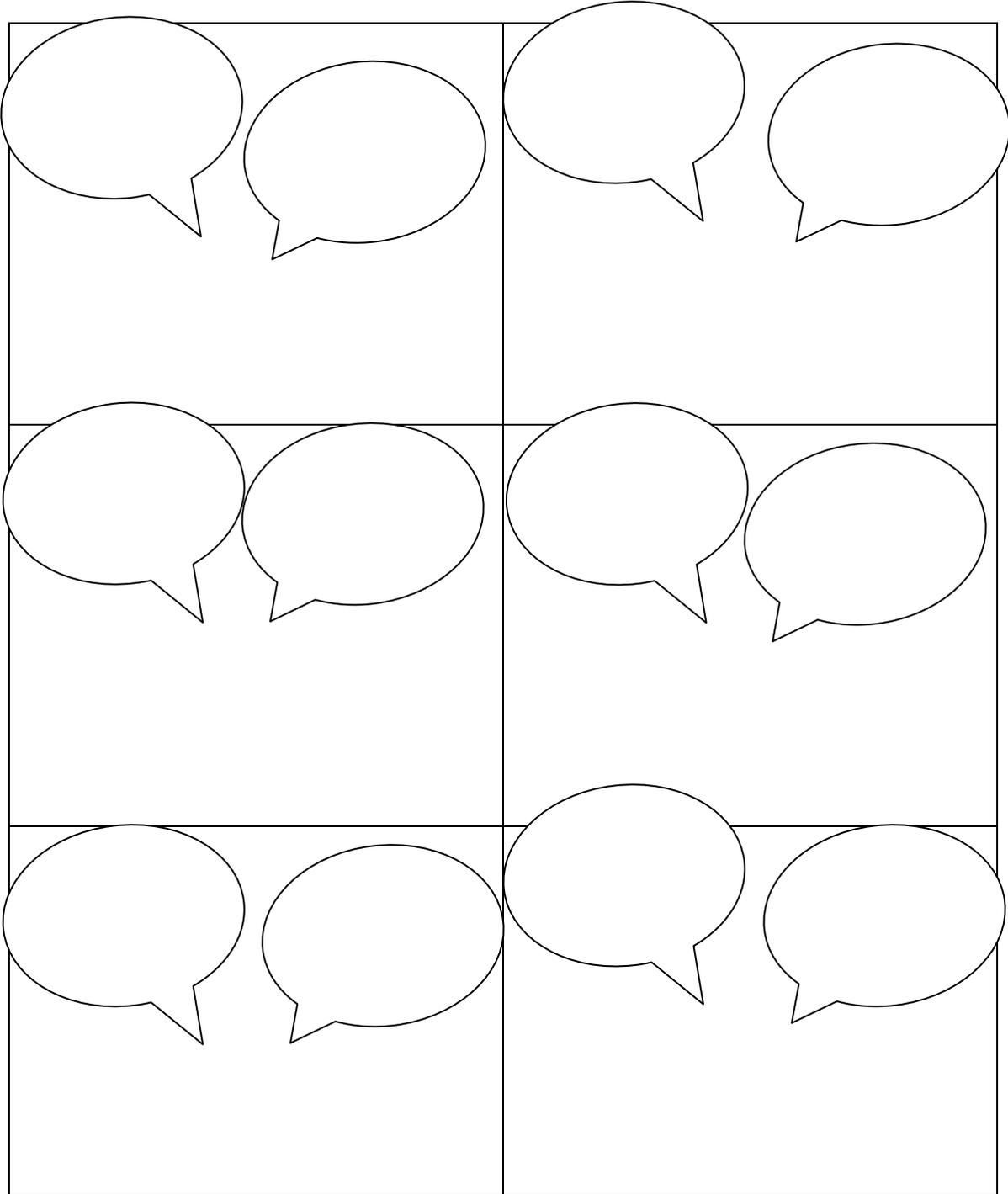
Directions: Illustrate each box with events that will tell your story. Write words to give dialogue to the characters when needed.

--	--	--	--

--	--	--	--

**Appendix A (Cont.)
Comic Strip Sample 2**

Directions: Complete the speech bubbles, and illustrate the characters that are doing the talking.



Appendix A (Cont.)

Evaluation of Pictionary and Comic Strip Reflections

Criteria (38 terms)	5 (missed none)	4 (missed 5 or less)	3 (missed 10 -6)	2 (missed 20-11)	1 (missed more than 20)	0 (didn't present any)
Student presented all terms?						
Did terms include a definition?						
Did terms present the part of speech?						
Did the student present the etymology of the words?						
Did the student include a picture?						
Did the student write a sentence using the word correctly?						
Were the terms organized logically (alphabetically and by unit)?						
Did the student present the comic strip reflections for each unit?	5 (all three)		3 points (missed one)		1 point (missed two)	0 points (did not present Comic Strips)
Total 40 pts.						
Student's Score / 40						

Appendix A (cont.)**PARTICIPATION APPRAISAL**

Name: _____ Date: _____

This appraisal form is to be used to evaluate your in-class participation and leadership. ***This is how the facilitator will evaluate*** how you got involved in both class discussions and group activities. The facilitator will circle the value he or she believes best describes the value to be assessed in each area. Then s/he will total the score at the bottom of the form to determine your overall participation level. The maximum score is 50 points.

Attendance: Based on number of class absences.

0	2	4	6	8	10
Missed all	Missed four	Missed three	Missed two	Missed only one	Didn't miss any!

Group Involvement: (Rate 0-low to 4-high) **Circle One**

Added to group discussion frequently	0	1	2	3	4
Showed interest in the group discussion and activities	0	1	2	3	4
Led group discussions	0	1	2	3	4
Asked questions of others	0	1	2	3	4
Was prepared for group discussions	0	1	2	3	4
Participated freely and cooperated to assist the group	0	1	2	3	4
Class Involvement (Rate yourself from 0-low to 4-high)					
Added to class discussions frequently	0	1	2	3	4
Showed interest in class discussions	0	1	2	3	4
Asked pertinent questions in class	0	1	2	3	4
Came prepared to each class (Brought homework, had read)	0	1	2	3	4

FINAL GROUP AND CLASS PARTICIPATION GRADE _____ /50 = _____ %

Appendix B

Icebreakers

Animal Noises

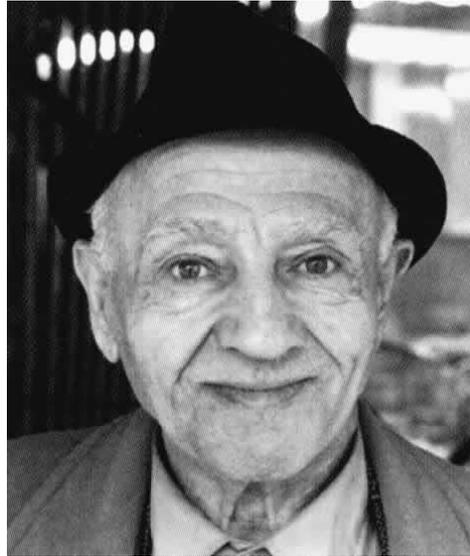
Line up in two teams with eyes closed. The group leader assigns an animal to each group member by whispering the kind of animal she/he is to be and instructs him/her at the signal to make the sound of that animal. The other team members have been given the same instruction too in mixed order. The final instruction is to find their mate by making the noise of that animal. Then have the two pair up and interview each other.

Getting to Know You Icebreaker Activity

Write down information about yourself next to each item below. Then move around the room and find someone who matches what you wrote about yourself. Have that person sign on the line that matches what you wrote. Share with the classroom when everyone is done.

My birth month _____	
My favorite drink _____	
A food I dislike _____	
Number of children in my family _____	
Favorite color _____	
Favorite kind of music _____	
Sport I watch on TV _____	
My hobby _____	

Appendix C
People Pictures



Appendix D

Active and Passive Voice PowerPoint



Active and Passive Voice

Week/Workshop 1

Academic Reading and Writing II



Active Voice

- In sentences written in active voice, the subject performs the action expressed in the verb; the subject acts.
- In each of the following examples, the subject of the sentence performs the action expressed in the verb.

Appendix D (cont.)

Active Voice

The dog *bit* the boy.



Pooja *will present* her research at the conference.



Scientists *have conducted* experiments to test the hypothesis.



Watching a framed, mobile world through a car's windshield *reminds* me of watching a movie or TV.



Passive Voice

- In sentences written in passive voice, the subject receives the action expressed in the verb; the subject is acted upon. The agent performing the action may appear in a "by the . . ." phrase or may be omitted.

Appendix D (cont.)

Passive Voice

The boy *was bitten* by the dog.

Research *will be presented* by Pooja at the conference.

Experiments *have been conducted* to test the hypothesis.

I am reminded of watching a movie or TV by watching a framed, mobile world through a car's windshield.

Passive Voice

- Sometimes the use of passive voice can create awkward sentences, as in the last example above.
- Also, overuse of passive voice throughout an essay can cause your prose to seem flat and uninteresting.
- In scientific writing, however, passive voice is more readily accepted since using it allows one to write without using personal pronouns or the names of particular researchers as the subjects of sentences (see the third example above).

Appendix D (cont.)



Passive Voice Passive Voice

- This practice helps to create the appearance of an objective, fact-based discourse because writers can present research and conclusions without attributing them to particular agents.
- Instead, the writing appears to convey information that is not limited or biased by individual perspectives or personal interests.



Passive Voice

- The passive voice consists of the verb *be* and the past participle of another verb. The *be* verb can be in any tense except present perfect continuous or past perfect continuous, or it can have a modal.
- Examples:

is done	will be done
was done	might be done
has been done	should be done
is being done	would have been done

Appendix D (cont.)



Try re-writing this sentence into Passive Voice

- Before the semester was over, the new nursing program had been approved by the Curriculum Committee and the Board of Trustees.
- Ready? Let's see the correct form:

Passive Voice Re-write

- Before the semester was over, the Curriculum Committee and the Board of Trustees had approved the new nursing program.

Appendix E
Relative Clauses PowerPoint and Exercises

Adjective Clauses (Relative Clauses) Review

Week/Workshop 1
Academic Reading and Writing II



Adjective Clause Uses

→ An **adjective clause** is used to **describe** a noun:

→ **The car, which was red, belonged to Young-Hee.**



Appendix E (cont.)

Adjective Clause Uses

- A **relative pronoun** is usually used to **introduce** an adjective clause:

→ Young-Hee, **who** is a Korean student, lives in Victoria.



The main relative pronouns are:

- **Who:** used for **humans in subject position**:
 - Hans, **who** is an architect, lives in Berlin.
- **Whom:** used for **humans in object position**:
 - Marike, **whom** Hans knows well, is an interior decorator.
- **Which:** used for **things and animals in subject or object position**:
 - Marike has a dog **which** follows her everywhere.
- **That:** used for **humans, animals and things, in subject or object position** (but see below):
 - Marike is decorating a house **that** Hans designed.



Appendix E (cont.)

Two Main Kinds of Adjective Clause: Non-Defining Clause

There are two main kinds of adjective clause:

- **Non-defining clauses:** give **extra information** about the noun, but they are **not essential**:
- **The desk in the corner, which is covered in books, is mine.**

(We don't need this information in order to understand the sentence. "The desk in the corner is mine" is a good sentence on its own -- we still know which desk is referred to. Note that non-defining clauses are usually separated by commas, and *that* is not usually used in this kind of context.)



Two Main Kinds of Adjective Clause: Defining Clause

- **Defining clauses:** give **essential information** about the noun:
- **The package that arrived this morning is on the desk.**

We need this information in order to understand the sentence. Without the relative clause, we don't know which package is being referred to. Note that *that* is often used in non-defining relative clauses, and they are not separated by commas.)



Appendix E (cont.)

Try combining two sentences using Adjective Clauses

The man was sick. He looked very pale.

Correct answer(s):

The man, who looked very pale, was sick.

The man, who was sick, looked very pale.

The man who looked very pale was sick.

The man who was sick looked very pale.

More exercises available at:

[http://web2.uvcs.uvic.ca/elc/studyzone/410/gr
ammar/adj1.htm](http://web2.uvcs.uvic.ca/elc/studyzone/410/gr
ammar/adj1.htm)



Writing Definitions using Adjective Clauses...

- Define each word or expression below in a complete sentence. Use relative clauses beginning with *who* or *in which* in each.
 - anorexia nervosa
 - a schizophrenic
 - amok
 - a psychologist
 - *kitusunetsuki*



Appendix F

Stages/Symptoms of Addiction

Retrieved from: http://alcohol-drug-treatment.net/addiction_stages.html

There are several different levels of alcohol and drug use that a person goes through prior to the final stage of Addiction/Dependence. Nearly everyone uses or has experimented with alcohol and other drugs. For our purposes we will concentrate on establishing four different and distinct categories or stages of addiction, they are: Use, Misuse, Abuse and Dependency/Addiction.

These are defined in the following way:

1. **Use** - The ingestion of alcohol or other drugs without the experience of any negative consequences. If a high school kid had drunk a beer at a party and his parents had not found out we could say he had used alcohol. This can apply to any drug.
2. **Misuse** - When a person experiences negative consequence from the use of alcohol or other drugs it is clearly misuse. A large percentage of the population misuses drugs or alcohol at some point in their lives, however this does not imply that the negative consequences are minor. For example, a 40-year old man uses alcohol on an infrequent basis, his employer throws a surprise party and the 40-year old man drinks more than usual and on the way home he is arrested for DUI. He does not really have a problem with alcohol but in this instance the consequences is not minor.
3. **Abuse** - Continued use of alcohol or other drugs in spite of negative consequences. Lets go back to the 40-year old man who was arrested for DUI. If he had no substance abuse problem he would abstain from alcohol, getting a DUI would be enough of a deterrent. However, shortly thereafter this man goes to another party and there he drinks in excess and then gets behind the wheel of his car, this would be considered abuse.
4. **Dependency/Addiction** - The compulsive use of alcohol or other drugs regardless of adverse or negative consequences. For example, a man received three DUI's in one year. He was on probation and would be sentenced to one year in prison if he was caught using alcohol but he continued to drink. The man would be clearly addicted to alcohol because the negative consequences did not impact or deter his use.

In the event that an individual is clearly in the first or second stage (use or misuse) there are no indications that he will naturally progress to the final stages. However, once the individual has reached the abuse stage there is a high probability that they will progress into dependency on the drugs or alcohol and professional help should be sought out.

Appendix G

Subordinating Conjunctions

Retrieved from <http://webster.commnet.edu/grammar/conjunctions.htm> and <http://englishplus.com/grammar/00000377.htm>

A **Subordinating Conjunction** (sometimes called a dependent word or subordinator) comes at the beginning of a Subordinate (or Dependent) Clause and establishes the relationship between the dependent clause and the rest of the sentence. It also turns the clause into something that depends on the rest of the sentence for its meaning.

- He took to the stage as though he had been preparing for this moment all his life.
- Because he loved acting, he refused to give up his dream of being in the movies.
- Unless we act now, all is lost.

Notice that some of the subordinating conjunctions in the table below — after, before, since — are also prepositions, but as subordinators they are being used to introduce a clause and to subordinate the following clause to the independent element in the sentence.

Common Subordinating Conjunctions		
after	if	though
although	if only	till
as	in order that	unless
as if	now that	until
as long as	once	when
as though	rather than	whenever
because	since	where
before	so that	whereas
even if	than	wherever
even though	that	while

Appendix G (cont.)

Subordinating Conjunction

A **subordinating conjunction** joins a subordinate clause to a main clause.

The following is a list of the most common subordinating conjunctions.

after	how	till (or 'til)
although	if	unless
as	inasmuch	until
as if	in order that	when
as long as	lest	whenever
as much as	now that	where
as soon as	provided (that)	wherever
as though	since	while
because	so that	
before	than	
even if	that	
even though	though	

An adverb clause is always introduced by a subordinating conjunction. A noun clause and adjective clause sometimes are.

Adverb clause: Before you go, sign the log book.

Noun clause: He asked if he could leave early.

Adjective clause: That is the place where he was last seen.

A subordinating conjunction is always followed by a clause. Many subordinating conjunctions can be other parts of speech.

Adverb: Jill came tumbling after.

Preposition: Jill came tumbling after Jack.

Subordinating Conjunction: Jill came tumbling after Jack had fallen.

Appendix G (cont.)

Subordinating Conjunctions:

Cause	Time	Condition
because	When	If
Since	While (= when)	Unless (= if not)
As (= because)	As (=while)	
	Before	
Contradiction	After	
Although	Until	
Even though	Whenever (=every time when)	
While (=although)	As soon as (=immediately after)	

Appendix H

Subordinating Conjunctions- Exercises

SUBORDINATING CONJUNCTIONS

Ex. 1. Fill in the blanks with suitable subordinating conjunctions.

1. You may watch television _____ you finish your studies.
2. _____ I will be late, I will call you.
3. I found the clock _____ I searched hard.
4. _____ I am hungry, I will eat first.
5. We do not know _____ he has not come.
6. Do not talk _____ you are eating.
7. He has not come to work _____ he is ill.
8. Ask the way _____ you proceed further.
9. I will not carry the raincoat _____ it is raining.
10. Come and meet me _____ two years.

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Appendix H (cont.)**Exercise 2 Instructions**

1. Find the subordinate clause.
2. Make the sentence from the clause.
3. Notice that we did not use the subordinating conjunction in the "sentence from the clause."

We can see an example in the first question.

1.	Sentence	I went to bed because I was sleepy.
	Sub Clause	<i>because I was sleepy</i>
	Sentence from the clause	<i>I was sleepy</i>
2.	Sentence	I study hard so that I can raise my TOEFL score.
	Sub Clause	
	Sentence from the clause	
3.	Sentence	I like to listen to jazz when I am studying.
	Sub Clause	
	Sentence from the clause	
4.	Sentence	Because I wanted to learn Japanese I took an intensive class at the community college at night.
	Sub Clause	
	Sentence from the clause	
5.	Sentence	If you should need a hand I would be more than delighted to help you.
	Sub Clause	
	Sentence from the clause	

Appendix H (cont.)

6.	Sentence	After I got home from school I sat down in front of the TV and didn't think about TOEFL for the rest of the night.
	Sub Clause	
	Sentence from the clause	
7.	Sentence	My language skills while they are getting better every day could still stand improvement.
	Sub Clause	
	Sentence from the clause	

Appendix H (cont.)**EXERCISE 3 - SUBORDINATING CONJUNCTIONS**

Fill in each blank with an appropriate subordinating conjunction, and add punctuation if necessary. Each of the following subordinating conjunctions is used once:

after	although	as	as far as
as if	as long as	as soon as	as though
because	before	despite the fact	even though
if	since	that	in spite of the
so that	though	unless	fact that
until	whether...or	when	whenever
wherever	while	why	

1. _____ he smoked two packs of cigarettes a day he lived to the age of 100.
2. My neighbor says hello _____ I meet her on the street.
3. The bank robber will kill the hostages _____ his demands are met.
4. We closed all the windows _____ the water wouldn't get in.
5. _____ we were walking along the street we stopped occasionally to window shop.
6. _____ you like horror films you'll love this movie.
7. You can go _____ you want with this free ticket.
8. _____ I was waiting for the doctor to call me I read a magazine.
9. _____ I know there is nobody of that name working for this company.
10. We couldn't call for help _____ the telephone lines were down.
11. _____ you sign this contract you should read the small print.
12. _____ we have some news we'll call you.
13. They gave him the prize _____ some people suspected he had cheated.

Appendix H (cont.)

14. There is no reason _____ we should believe this story.
15. _____ you are a beginner or a professional Spalding has the racket for you.
16. We drove across the desert _____ we ran out of gas.
17. _____ his fingerprints were on the gun the man claims he is innocent.
18. You can borrow my bicycle _____ you promise to return it.
19. _____ he couldn't swim he was hired as a lifeguard.
20. I haven't had a good night's sleep _____ our baby was born.
21. _____ you may not believe it is true.
22. _____ we left the house I realized that I had forgotten the keys inside.
23. The crazy man talked to the mailbox _____ it were a person.
24. I will call you _____ I need you.
25. He talks about his car _____ it were his baby.

Appendix I

PowerPoint Avoiding Fragments

Introduction

A sentence fragment tries its best to be a sentence, but it just can't make it. It's missing something.



Often, it's missing a verb or part of a verb string:

John working extra hard on his hook shot lately.

Here, for instance, we're missing an auxiliary — *has been*, in this case, probably — that would complete the verb string and the sentence.

Avoiding Sentence Fragments

Sometimes a sentence fragment can give you a great deal of information, but it's still not a complete sentence:



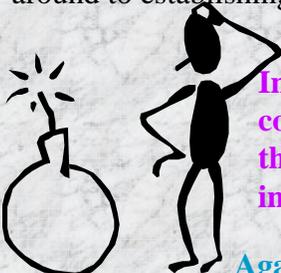
After the coach encouraged him so much last year and he seemed to improve with each passing game.

Here we have a subject-verb relationship — in fact, we have two of them — but the entire clause is subordinated by the dependent word *after*. We have no independent clause.

Appendix I (cont.)

Avoiding Sentence Fragments

Be alert for strings of prepositional phrases that never get around to establishing a subject-verb relationship:



Immediately after the founding of the college and during those early years as the predominant educational institution in the American Midwest.

Again, be careful of sentences which give their share of information but still don't contain a subject and verb.

Avoiding Sentence Fragments

If you still have problems identifying sentence fragments and repairing them, it might be helpful to review the material in the [Guide to Grammar and Writing](#) on



CLAUSES
PHRASES
(and the types of sentences in)
SENTENCE VARIETY

Appendix I (cont.)

Avoiding Sentence Fragments

Now you never again will have trouble with sentence fragments!

CONGRATULATIONS!

This PowerPoint presentation was created by
Charles Darling, PhD
Professor of English and Webmaster
Capital Community College
Hartford, Connecticut
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Appendix J

The Present Unreal Conditional – Exercises

<http://www.englishpage.com/conditional/presentconditional.html>

Using the words in parentheses, complete the text below with the appropriate conditional form.

Did you hear about that guy who won 180 million dollars in the lottery? If I (win) _____ that much money, I (quit) _____ my job the next day. I (travel) _____ around the world and (stay) _____ in the most luxurious hotels. If I (want) _____ anything, I (buy) _____ it. If I (see) _____ a beautiful Mercedes that I wanted, I (buy) _____ it. If I wanted to stay in a beautiful hotel and the hotel (be) _____ full, I (buy) _____ the hotel and make them give me a room. I (can) _____ do anything in the world if I had 180 million dollars ... Oh, I am starting to sound a little materialistic... Well... I (do) _____ good things with the money as well. If anybody (need) _____ help, I (give) _____ them some money to help them out. I (donate) _____ money to charities. I (give) _____ money to help support the arts. If I (win) _____ that much money, I wouldn't keep it all for myself. I (help) _____ as many people as possible.

Appendix K

Quotes on Health

Health is the thing that makes you feel that now is the best time of the year."

-- Franklin P. Adams

"The concept of total wellness recognizes that our every thought, word, and behavior affects our greater health and well-being. And we, in turn, are affected not only emotionally but also physically and spiritually." -- *Greg Anderson*

"To get rich never risk your health. For it is the truth that health is the wealth of wealth." -- *Richard Baker*

"The healthy, the strong individual, is the one who asks for help when he needs it. Whether he has an abscess on his knee or in his soul." -- *Rona Barrett*

"As a remedy against all ills; poverty, sickness, and melancholy only one thing is absolutely necessary; a liking for work." -- *Charles Baudelaire*

"From labor health, from health contentment springs." -- *Melody Beattie*

"It's not the work which kills people, it's the worry. It's not the revolution that destroys machinery it's the friction." -- *Henry Ward Beecher*

"There's lots of people who spend so much time watching their health, they haven't got time to enjoy it." -- *Josh Billings*

"If I'd known I was gonna live this long. I'd have taken better care of myself. [Eubie Blake At Age 100]" -- *Eubie Blake*

"Energy is eternal delight." -- *William Blake*

Early to bed and early to rise, makes a man healthy, wealthy, and wise –Benjamin Franklin, *Poor Richard's Almanak*

There is a limit to the best health; disease is always a near neighbor. –Aeschylus, *Agamemnon*

Appendix K (cont.)

Cured yesterday of my disease, I died last night of the physician –Hippocrates,
Aphorisms

Looked into the depths of your own soul and learn first to know yourself, then you
will understand why this illness was bound to come upon you and perhaps you will ..
avoid falling ill. –Sigmund Freud, *One of the Difficulties of Psychoanalysis*

Keep breathing! [key to long life] – Sophie Tucker (American singer)

Appendix L

Principles of Health and Healing

<http://www.dartmouth.edu/~biomed/new.html/integrative.html/tsld003.htm>

- **Perfect health is not attainable**
- **It is alright to be sick**
- **The body has innate healing abilities**
- **Agents of disease are not causes of disease**
- **All illness is psychosomatic**
- **Subtle manifestations of illness precede gross ones**
- **Every body is different**
- **Every body has a weak point**
- 1. **Blood is a principal carrier of healing energy**
- **Proper breathing is the key to good health**
 - Andrew Weil, MD

Appendix M

Possessive Adjectives

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

<http://www.fortunecity.com/bally/durrus/153/gramch18.html>

Forms of Possessive Pronouns and Adjectives

Person	Pronoun	Adjective
1st singular	mine	my
2nd	yours	your
3rd (female)	hers	her
3rd (male)	his	his
3rd (neuter)	its	its
1st plural	ours	our
3rd plural	theirs	their

2. Using Possessive Pronouns and Adjectives

➔ A **possessive pronoun** is used **instead of** a noun:

➔ **Julie's car is red. Mine is blue.**

➔ A **possessive adjective** is usually used to **describe** a noun, and it comes **before** it, like other adjectives:

➔ **My car is bigger than her car.**

Appendix M (cont.)

Remember:

➡ There are **no apostrophes** in possessive pronouns and adjectives.

➡ **The dog wagged its tail.**

➡ **It's** is **not** a possessive pronoun or adjective -- it means "it is":

➡ **It's not my dog.**

Agreement of English Possessive Adjectives with their Antecedents

<u>Antecedent</u>	<u>Possessive Adjective</u>	<u>Example</u>
boy	his	The <u>boy</u> obeys his mother.
girl	her	The <u>girl</u> likes her brothers.
bird	its	The <u>bird</u> sat on its nest.
cows	their	The <u>cows</u> have lost their way.

In the preceding examples, the antecedents are underlined, and the possessive adjectives are printed in bold type.

Fill in each blank with the possessive adjective which agrees with the underlined antecedent. For example:

I am looking for ___ keys.

I am looking for my keys.

The lady left ___ gloves on the counter.

The lady left her gloves on the counter.

Personal pronouns must agree with _____ antecedents.

Personal pronouns must agree with their antecedents.

1. I opened _____ book.
2. Did the man finish _____ work?
3. The bear is licking _____ paws.
4. Please show us to _____ seats.
5. She has already purchased _____ ticket.
6. Have you heard from _____ friends recently?
7. The students live near _____ school.
8. The gentleman would like to have _____ watch repaired.
9. We eat _____ breakfast at the same time every morning.

Appendix M (cont.)

10. That woman always walks _____ dog in the park.
11. I would like to renew _____ subscription.
12. The eagle was holding something in _____ claws.
13. Will you give me _____ address?
14. The gymnasts asked _____ coach for advice.

Appendix N

Uses of Quotation Marks – PowerPoint

Quotation Marks

Academic Reading and Writing
Week/Workshop 3

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."

Appendix N (cont.)

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.

Appendix N (cont.)

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."

Appendix N (cont.)

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.

Appendix N (cont.)

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).

Appendix N (cont.)

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"!

Appendix O

Italics/Underlining & Quotation Marks

<http://www.uvsc.edu/owl/handouts/quotes.html>

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

Italics/Underlining:

Italics and underlining are generally interchangeable. However, underlining is preferable and even required in some writing styles such as APA. The general rule is that if you are using a typewriter underline, and if you are using a word processor *italicize*.

Use italics or underlining for the following:

books	<i>Wuthering Heights</i>
plays	<i>Cats</i>
long poems	<i>I Am Joaquin</i>
magazine	<i>National Geographic</i>
scholarly journal	<i>American Psychologist</i>
newspapers	<i>The Chicago Times</i>
works of art	<i>The Mona Lisa</i>
films/ screenplays	<i>Jurassic Park</i>
TV series	<i>Baywatch</i>
record album/ tape/ CD	<i>Final Cut</i>
long musical compositions	<i>Symphony no. 9</i>
opera	<i>Don Giovanni</i>
trains, aircraft, ships, spacecraft	<i>Orient Express</i>
statistical values or scientific formulas	$p > .05$
	$F = .457$
foreign words in English context	committed a <i>faux pas</i>
	ousted in a <i>coup de tat</i>
emphasis (use sparingly)	She went to visit <i>the</i> Robert Frost.
words, letters, and numbers referred to as the word	<i>statistics</i>
such	Car starts with a <i>c</i> .

Appendix O (cont.)

Quotation Marks:

Use quotation marks for the following:

short stories	"A Rose for Emily"
poems	"Jaberwocky"
short plays (one-act)	"Maggie"
essays	"A Child's Christmas in Wales"
articles	"How to Choose a Career"
songs	"The Star Spangled Banner"
TV episodes	"Jan Gets Braces"
short musical compositions	"Sonatina 12"
chapters	"Biology: The Study of Life"

Quotation marks are also used for the following:

1. To enclose a person's exact words--a direct quotation
 DIRECT QUOTE: Sarah said, "I don't like broccoli."
 INDIRECT QUOTE: Sarah said she doesn't like broccoli.
 SPLIT QUOTE: "I don't like broccoli," Sarah said, "but I eat it anyway."

*Note: A direct quotation begins with a capital letter.

2. When writing dialogue, begin a new paragraph each time the speaker changes.
 "When are you coming?" asked Jim.
 "After I get done helping my father fix the car, and eat some dinner. Is seven okay?" Tom responded.
 "Sure. Don't forget to bring the movie," Jim reminded.
3. To enclose "slang" words.
 He said it would be "cool" if we could go with him.

Appendix O (cont.)**Quotation Marks " "**

Use quotation marks . . .

in the following situations:	for example:
to enclose direct quotations. Note that commas and periods go inside the closing quotation mark in conventional American usage; colons and semicolons go outside; and placement of question and exclamation marks depends on the situation (see our quotation marks document).	He asked, "Will you be there?" "Yes," I answered, "I'll look for you in the foyer."
to indicate words used ironically, with reservations, or in some unusual way; but don't overuse quotation marks in this sense, or they will lose their impact.	History is stained with blood spilled in the name of "civilization."

Underlining and Italics

Underlining and italics are not really punctuation, but they are significant textual effects used conventionally in a variety of situations. Before computerized word-processing was widely available, writers would underline certain terms in handwritten or manually typed pages, and the underlining would be replaced by italics in the published version. Since word processing today allows many options for font faces and textual effects, it is generally recommended that you choose either underlining or italics and use it consistently throughout a given document as needed. Because academic papers are manuscripts and not final publications and because italics are not always easily recognized with some fonts, many instructors prefer underlining over italics for course papers. Whichever you choose, italics or underlining should be used . . .

Appendix O (cont.)

in the following situations:	for example:
to indicate titles of complete or major works such as magazines, books, newspapers, academic journals, films, television programs, long poems, plays of three or more acts	Faulkner's last novel was <i>The Reivers</i> . <u>The Simpsons</u> offers hilarious parodies of American culture and family life.
foreign words that are not commonly used in English	Wearing blue jeans is <i>de rigueur</i> for most college students.
words used as words themselves	The English word <u>nuance</u> comes from a Middle French word meaning "shades of color."
words or phrases that you wish to emphasize	The very <i>founding principles</i> of our nation are at stake!

Appendix P

Answers to Activity #13 Workshop 3

- a. "Only one course was open to us: surrender," said the ex-major, "and we did."
- b. In last week's *New Yorker*, one of my favorite magazines, I enjoyed reading Leland's article "How Not to Go Camping."
- c. "Yes," Jim said, "I'll be home by ten."
- d. Montaigne wrote the following: "A wise man never loses anything, if he has himself."
- e. When the teacher commented that her spelling was poor, Lynn replied, "All the members of my family are poor spellers. Why not me?"
- f. He used the phrase "you know" so often that I finally said, "No, I don't know."
- g. "Whoever thought," said Helen, "that Jack would be elected class president?"
- h. In baseball a "show boat" is a man who shows off.
- i. There was a very interesting article entitled "The New Rage for Folk Singing" in last Sunday's *New York Times* newspaper.
- j. "Whoever is elected secretary of the club--Ashley, or Chandra, or Aisha--must be prepared to do a great deal of work," said Jumita, the previous secretary.
- k. Darwin's *On the Origin of Species* (1859) caused a great controversy when it appeared.

Appendix Q

Key Points

A five paragraph essay

- The purpose is to explain or inform.
- It is five (5) paragraphs long.
- It has a title related to the topic.
- It includes an introduction, three supporting paragraphs and a conclusion.
- The introduction must include a topic sentence and state the three (3) supporting ideas to be discussed.
- Each supporting paragraph must elaborate on one of the supporting ideas stated in the introduction.
- The conclusion must restate the topic sentence, summarize the three supporting ideas and end with a strong closing or clincher statement.

Appendix R

Writing a Five Paragraph Essay

A five paragraph essay is a form of writing used by students as well as professionals. The purpose of an essay is to inform and it allows writers to express their ideas in a clear and organized manner. Good writing always includes a beginning, middle and an end. This type of writing must include an opening paragraph, three supporting paragraphs and a closing paragraph.

The opening paragraph should begin with a topic sentence. This could be the writers opinion or a broad statement about the topic. Here is where we let the reader know what we will be writing about. This paragraph must identify the three ideas that we will use to support the opinion or statement made in the topic sentence.

In the next three paragraphs, we must discuss each of the supporting ideas that we mentioned in the opening paragraph. Each supporting idea should be addressed in a separate paragraph. Details about the topic should be included so we are sure the reader understands our ideas.

The closing paragraph should restate our opinion or the broad statement made in the opening paragraph in a different way. We should also summarize the supporting ideas that we discussed in the supporting paragraphs. This paragraph should end with a strong final sentence or clincher statement so the reader understands our opinion or the point we are trying to make.

By learning to write a five paragraph essay, students are learning a skill they will be able to use the rest of their lives. They are learning to organize their thoughts, support their opinions and ideas, and bring closure to their writing. A five paragraph essay follows the same format used by good public speakers: "Tell them what you are going to say, tell them, and tell them what you said!"

Appendix S

Don't Laugh At Me

Mark Wills

I'm a little boy with glasses
The one they call the geek
A little girl who never smiles
'Cause I've got braces on my teeth
And I know how it feels
To cry myself to sleep

I'm that kid on every playground
Who's always chosen last
A single teenage mother
Tryin' to overcome my past
You don't have to be my friend
But is it too much to ask

Don't laugh at me
Don't call me names
Don't get your pleasure from my pain
In God's eyes we're all the same
Someday we'll all have perfect wings
Don't laugh at me

I'm the cripple on the corner
You've passed me on the street
And I wouldn't be out here beggin'
If I had enough to eat
And don't think I don't notice
That our eyes never meet

I lost my wife and little boy when
Someone cross that yellow line
The day we laid them in the ground
Is the day I lost my mind
And right now I'm down to holdin'
This little cardboard sign...so

Don't laugh at me
Don't call me names
Don't get your pleasure from my pain
In God's eyes we're all the same

Appendix S (cont.)

Someday we'll all have perfect wings
Don't laugh at me

I'm fat, I'm thin, I'm short, I'm tall
I'm deaf, I'm blind, hey, aren't we all
Don't laugh at me
Don't call me names

Don't get your pleasure from my pain
In God's eyes we're all the same
Someday we'll all have perfect wings
Don't laugh at me

Appendix T

Essay Evaluation Checklist

Writer's name: _____

Evaluator #1 (peer): _____

Evaluator #2 (peer): _____

	<u>Self Evaluation</u>	<u>Evaluator #1</u>	<u>Evaluator #2</u>	<u>Teacher</u>
General Form: (10 points)				
<ul style="list-style-type: none"> • Essay has a title 				
<ul style="list-style-type: none"> • Essay is five paragraphs long 				
Introductory Paragraph: (15 points)				
<ul style="list-style-type: none"> • Is at least three sentences long 				
<ul style="list-style-type: none"> • Has a topic sentence which clearly states what the essay is about 				
<ul style="list-style-type: none"> • Identifies the three ideas which will support the topic 				
Paragraph #2: (10 points)				
<ul style="list-style-type: none"> • Is at least three sentences long 				
<ul style="list-style-type: none"> • Elaborates on one of the supporting ideas identified in the introductory paragraph 				
Paragraph #3: (10 points)				
<ul style="list-style-type: none"> • Is at least three sentences long 				

Appendix T (cont.)

<ul style="list-style-type: none"> Elaborates on one of the supporting ideas identified in the introductory paragraph, but is different from the idea addressed in paragraph #2 				
Paragraph #4: (10 points)				
<ul style="list-style-type: none"> Is at least three sentences long 				
<ul style="list-style-type: none"> Elaborates on one of the supporting ideas identified in the introductory paragraph, but is different from the ideas addressed in paragraph #2 or #3 				
Closing Paragraph: (20 points)				
<ul style="list-style-type: none"> Is at least three sentences long 				
<ul style="list-style-type: none"> Restates the topic sentence 				
<ul style="list-style-type: none"> Summarizes the three supporting ideas 				
<ul style="list-style-type: none"> Includes a strong closing or clincher statement 				
Mechanics: (25 points)				
<ul style="list-style-type: none"> Sentences are clear and grammatically correct. 				
<ul style="list-style-type: none"> Sentences begin with capital letters and include appropriate ending punctuation 				
<ul style="list-style-type: none"> Paragraphs are indented 				

Appendix T (cont.)

• Commas and other punctuation are used appropriately				
• Words are spelled and used correctly				
Total Points /100 possible				
Teacher comments:				

Appendix U

Essay Choices, Prewriting Activities and Project Guidelines

Essay Format

Your essay should follow the five (5) paragraph format demonstrated in class. Use your copy of the demonstration essay and the essay evaluation checklist as your guide. The content of your essay should include:

- a title and a "by line" with your full name,
- an opening paragraph which introduces your topic, identifies the three (3) ideas you will use to support your topic and includes an attention grabbing phrase which makes your reader want to move on,
- three (3) paragraphs which relate to, describe, and/or give examples which support your topic,
- and a closing paragraph which restates your topic in a different way, briefly summarized your supporting points, and includes a strong closing or clincher statement.

Topic Choices (choose one topic to write about)

1. Someone once said, "Stand up for what you believe in, even if you stand alone." Explain what this means to you and why you think this statement is important.
2. Many people believe that, "a good education is one of the most important things a person can have." Explain why you feel this statement is true or untrue.
3. There are many situations in this world which people are not happy with and wish they could change such as poverty, hunger, homelessness, drug abuse, violence, illiteracy, etc., yet they feel helpless to affect change because they are only one person. Others believe that one person has the power to "change the world" and a single individual can make a difference. Explain how you feel about this subject.
4. Many people believe that, "you have the power to control your own destiny." In other words, everything you do is a choice you make and every choice you make has either positive or negative consequences. Explain how you feel about this idea.
5. With billions of people in the world, we have a tremendous problem with garbage and litter. How do you think we could change this problem and make the world a better place to live?

Appendix U (cont.)

6. Chose another topic that interests you. Note: this choice must be discussed with and approved by the teacher.

Prewriting Activities

- **"Stand up for what you believe in, even if you stand alone."**

Chart of Consequences:

Positive Consequences Negative Consequences

- **Why is it important to get a good education?**

Comparison Chart:

<u>Reason to get an Education</u>	<u>Reasons why it doesn't Matter</u>
---------------------------------------	--

- **Making choices**

Consequences Chart:

<u>If I choose to...</u>	<u>...this will happen.</u>
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- **The Power of One**

Read the "Starfish" poem.

Chart the possibilities: for any problem you can think of, what are the possible solutions?

<u>Problem</u>	<u>What I can do to Help</u>
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- **Garbage, garbage everywhere**

Brainstorming - What can we do?

Appendix V

Additional Web sites

Ohio University ESL Site

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

Helpful resources for writing, grammar, listening, speaking, reading and vocabulary.

[Grammar Safari](#)

http://deil.lang.uiuc.edu/web_pages/GrammarSafari/safari_search.html

Search technique described in the University of Illinois Grammar Safari page.

Help with Technology

A Microsoft Word Tutorial* <http://www.public.iastate.edu/~hschmidt/wordtutorial.html>

A Very Basic Microsoft Word Tutorial

PowerPoint in the Classroom

<http://www.actden.com/pp/>

Tutorial on PowerPoint

Internet Tutorials

<http://library.albany.edu/internet/>

Used to be available at: <http://www.albany.edu/library/internet/>

How to use Electronic Mail: An Introduction

<http://alumni.iit.edu/howto/email.html>

Illinois Institute of Technology Alumni Server Directory

How to use Electronic Mail

<http://www.iit.edu/computing/howto/useinettools/email/email.html>

Help with Writing Essays and Writing Prompts

A SHORT GUIDE TO WRITING AN ESSAY

<http://iws.ccccd.edu/jmiller/A%20Short%20Guide%20to%20Writing%20an%20Essay.htm>

It includes other links to grammar and style.

The Five Paragraph Essay - Persuasive essay and Prompts

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

Simon and Schuster Handbook for Writers Writing and Essay

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

Writing an Essay

<http://www.educ.utas.edu.au/users/lharriso/LESLEY/LITERACY/Essay.html>

Grammar and Writing

Guide to Grammar and Writing

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

Interactive English Language Exercises

<http://www.english-forum.com/interactive/>

Visit the exercises under Grammar, Vocabulary and Idioms

Grammar Quizzes

<http://www.aitech.ac.jp/~iteslj/quizzes/grammar.html>

This is a part of The Internet TESL Journal's Self-Study Quizzes for ESL Students Page Contents: Articles | Cloze | Conjunctions | Dialogs | Plurals | Prepositions | Pronouns | Sentence Structure | Tag Questions | Verbs | What's the Correct Sequence | Word Choice | Other Quizzes

Self-Study Quizzes for ESL Students

(<http://www.aitech.ac.jp/~iteslj/quizzes/>)

A Very Large Collection of Quizzes for Students of English as a Second Language This is a part of The Internet TESL Journal's Activities for ESL Students

The Grammar Links Page of the UCFV ESL Department

(<http://www.ucfv.bc.ca/esl/grammar.htm>)

The following are grammar resources and links available for ESL students and teachers :

Grammar Central CLTA (<http://www.clta.on.ca/grammmar.htm>)

Contractions; Regular Past Verbs; Person; Irregular Verbs 1 A-b; Pronoun; Irregular Verbs 2 C-e; Noun Or Pronoun; Irregular Verbs 3 F-h; Noun Or Verb; Irregular Verbs 4 K-m; Verb "To Be"; Irregular Verbs 5 P-s; Negative Of Verb "To Be"; Irregular Verbs 6 S-s; To Have ; Irregular Verbs 7T-z; To Have Negative; Confusing Words 1; (Plurals)Number ; Confusing Words 2; Plurals More ; Opposites 1; Plurals Irregular- o; Articles-1; Plurals Irregular- f = Ves; Question Forms There Is/Are; Plurals Really Irregular; Object Pronouns; Plurals Borrowed; Possessive Adjectives Plurals - No Singular Form; Past Of Verb "To Be"; Question Form "To Be"; Past Negative "To Be"; Simple Present Tense; Past Of "To Have"; Question Form Present; There Is, There Are; Simple Future Tense; Negative There Is/Are

Grammar for English Language Learners

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

Reading Comprehension

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