Writing   American Academic English

Workbook for Intermediate and Beyond Level

Steve   Grzeskow-Pec

| 07 | 08 | 09 | 10 | 11 | 12 |

1

WAAE-W consists of 2 Volumes, 8 Chapters, 48 Units

This is Volume 1, Chapter 2, Units 7, 8, 9, 10, 11, 12

WAAE-W content, spiral construction,   is organized
with increasing grammatical and lexical complexity.
Grammatical complexity changes with every chapter.
Lexical complexity changes with every unit.
There are six units   in one chapter.

2

INTRODUCTION

This writing has a four-fold purpose to:
(1) clarify use of 1st person, and passive/active voice
(2) recall   "spiral construction,"
(3) remind several learners seeking help,
(4) answer few almost identical questions from two different countries:
      Is there a difference between empty, function, grammatical, structure,
      and closed class words?

(1) Use of passive/active voice and 1st person will be addressed in volume 2
     when writing style guides (AMA, APA, ASA, CBE, Chicago, MLA, Turabian)
     are discussed
(2) WAAE-W spiral construction is organized with increasing complexity,
     comprising of interconnected steps, units, chapters, volumes. Learner's
     difficulty in one e.g. "unit 10" may signal failure to complete one of
     previous units 1-9. Because   this workbook grammar is arranged in
     linear progression from simple to complicated - missing (skipping) data
     can create problems for learning forthcoming data.
 (3) Before seeking help, it is a good idea to be current with two glossaries:
     TEXT GLOSSARY and WORKBOOK GLOSSARY as problem may result
     from not understanding instructions, explanations.   When problem persists
     please seek help per five options (textbook, school, library, internet,
     WAAE-W) outlined on page 3 of Chapter 1, units 1,2,3,4,5,6
 (4) Few identical questions, as I understand, in general   all five labels
      "empty, function, grammatical, structure, and closed class words" refer
      to one and the same - I use "function words." Said varied nomenclature
      results from thousands of different English grammar textbooks published
      in the world, in the last century.   In my college years, decades ago, I was
      introduced to two grammarians: prescriptivists and descriptivists, offering
      two contrasting approaches to learning grammar and usage. The first
      upholds rules what is correct or incorrect use of language The latter
      studies   how language is used, rather than giving fixed rules to follow
      what is correct or incorrect.

      We at WAAE-W value both grammarians. Because they focus on the state of a
      language: prescriptivism on how language ought to be used, and descriptivism on
      how it is used. In fact, their language focus is what WAAE-W does as detailed in
      "four-fold purpose" at the start of this writing.

      We welcome more continuous feedback, and thanks for making this
      workbook part of your teaching and learning activity.
                                                      Steve Grzeskow-Pec

3

UNIT **07**

INDEPENDENT and DEPENDENT CLAUSE
and
FOUR SENTENCE PATTERNS

INDEPENDENT CLAUSE has word order **S-V-O** Subject-Verb-Object
  S is required - can be noun or pronoun   (one or more words)
          To identify **S** ask: Who or what ?
  V is required - shows tense   (one or more words)
          To identify **V** ask: What action or what happened?
  O is not required   but when it is (one or more words)
          To identify **O** ask: To what? / For what? or To whom? / For whom?
INDEPENDENT CLAUSE expresses a complete thought,   makes
      sense standing alone,   INDEPENDENT CLAUSE = SENTENCE

DEPENDENT CLAUSE also has **S-V-O** or just **S-V** but it   does not
      express a complete thought. DEPENDENT CLAUSE ≠ SENTENCE
      It can be identified by DEPENDENT MARKER WORDS (24):
              after, although, as, as long as, as soon as, because, before,
              how, if, in order that, since, so that, that, unless, until,
              what, when, where, whether, which, while, who, whose, why.

 FOUR SENTENCE PATTERNS - number and type of clauses   determines
      sentence pattern.
      1. SIMPLE one independent clause
      2. COMPOUND more than one independent clause
      3. COMPLEX one independent and at least one dependent clause
      4. COMPOUND-COMPLEX more than one independent clause
                            and at least one dependent clause

1-text-1207

This article presents a case study of three different hotel companies and their participation in [TF130], an online consumer community of frequent travelers. Using primary data gathered via a survey of [TF130] members and secondary data collected from forum posts, we provide examples of firms using social media both for one-way and two-way communication with consumers and present forum members' perceptions of these efforts. Our results may be used to guide class discussions about social networking strategies for business value and the meaningful differences between social and traditional media. [TF130]

2-text-1207

The use of tablet PCs has increased exponentially in schools. This article observes the usefulness of tablet PCs specifically to the domains of science, technology, engineering, and math (STEM). Strategies for an instructor using a tablet are discussed as well as benefits of the students from the instructors use. Student and instructor use is also discussed as well as some problems with the use of tablet PCs in the STEM domains. [SH 116]

3-text-1207

The use of wikis within online courses has started to accrue some data on its efficacy. Detailed in this manuscript is a description of wikis, both positive and negative aspects of wikis use in education, students' responses to wiki's use. Both positive aspects and negative aspects are discussed for their implication on online education. [SH103]

4-text-1207

Ongoing concerns about budgets and accountability have accelerated tendencies to model education after the values of the free market, prioritizing efficiency and customer satisfaction while treating education itself as a commercial transaction. Adopting this framework frays the moral fabric of education and shortchanges students who are configured as consumers to please rather than characters to build. [SHo41]

5-text-1207

The present article reports on the impact of a conversation partner project in which pre-service ESL teachers met with international students whose native language was other than English. The article is organized as followings: first, putting forward a rationale calling for more contact between ELLs and pre-service ESL teachers; second, introducing the participants and the project; third, showing the results; and finally, there are discussions and recommendations for ESL teacher preparation programs. [RH o44]

6-text-1207

Addressing environmental challenges requires not only more up-to-date knowledge of environmental problems and technical solutions, but new models for solving problems through education, policy and communication. In this respect, schools and universities have the opportunity and responsibility to lead society toward environmentally sustainable policies and practices. Yet, most universities remain wedded to conventional models of education, policy and technical communication that constrain the powerful tools they offer for addressing environmental problems. In particular, the ability of university students to impact environmental policy in meaningful ways and solve real world problems is often ignored. Although precedents do exist for developing in-class and service learning assignments to address local environmental challenges, such as recycling; logging, tree planting, and "litterless lunches"; land use and lake restoration; greening university buildings; and water safety, few address issues of environmental policy more generally. This paper outlines a technical communication process using commissioned assignments and experiential learning methods to develop a new model for teaching and involving students
in environmental policy. [LFo80]

7-text-1207

Unfortunately, traditional attitudes among teachers in some disciplines, even among teachers involved in WAC, posit that writing "leads to learning" only for students. Why do teachers see writing as an important learning tool for students but not for themselves? Part of the problem arises from accepted notions of expertise. Some WAC instructors, for instance, think of themselves as experts in nutrition, history, psychology, pathology, philosophy, and economics. Another part of the problem comes from thinking about writing as an endeavor separate from the research and teaching these faculty members take for granted. One needs to challenge these notions to explore an instructional model that characterizes teachers not so much as transmitters of disciplinary information but as veterans initiating outsiders into disciplinary ideas and ways of thinking and communicating. Here are two approaches to such a model, and details what the model implies about teacher roles and rewards. [IS005]

8-text-1207

The use of computers and technology has drastically changed how students learn, submit assignments, and participate during classes. A new emerging technology that has potential in an educational sense is the tablet PC. The tablet PC has similar functions as a laptop or computer but with the added benefit of a touch screen that responds to a stylus or finger. This technology has many implications for how students learn in the domains of Science, Technology, Engineering, and Math (STEM). This manuscript describes differences in instructor and student use as well as practices specifically relating to STEM domains. Some negative aspects are mentioned and a final section relating to the need for more research is included. [SH116]

9-text-1207

While the purpose of video feedback is clear to the instructor, the value of student speakers' use of video technology as a feedback mechanism remains unclear. Research does not indicate how students process and interpret video feedback or how video feedback impacts subsequent performances. Instructors assume video feedback can improve speaking performance; unfortunately, a lack of research means instructors' assumptions may be unfounded. This article addresses the applicability for instructors utilizing video feedback in their teaching practices and its effectiveness on future performances. Initially, the introductory communication course offers a lens for analysis about pre-existing literature and practices. Then the potential of video feedback methods is analyzed and applied to feedback, before drawing conclusions and offering practical recommendations for speechmaking.   [RSo13]

10-text-1207

This article explores the implications that market-based norms, especially commodification of knowledge and rendering students as consumers, have for educational theory and practice. Analysis of prevalent market-derived metaphors that purportedly describe higher education reveals a problematic conception of educational processes and participants. First, treating education as a commodity overlooks the value of intellectual challenge and exploration by reducing knowledge to quantifiable, job-oriented results. Second, configuring students as consumers prioritizes momentary pleasure over rigor and enduring values. Finally, the amoral marketplace contrasts with the ethic of mutual care that lies at the core of responsible citizenry.   [SH o41]

11-text-1207

The tool "wiki" started being integrated into education before there was much empirical evidence about its efficacy in this domain. This manuscript observes the empirical research that has been done within this emerging technology. The description of wikis in this manuscript details some of its features and its functionality. Positive aspects of wikis used in an online educational context are described and discussed as well as negative aspects. Evidence from students' reactions to the use of wiki are then addressed; comparing and contrasting other research to the opinions of the students. [SH 103]

12-text-1207

Business courses that include real-world examples of firms leveraging social networking sites can deepen students' understanding of social media strategies and of how these sites differ from older media. Interestingly, many firms harness these sites for one-way communication with consumers but few capitalize on their ability to foster two-way communication and create relationships with consumers. This article presents a case study of three firms' online forum activities that illustrates both approaches to social media use as background for class discussion.   [TF130]

Please handwrite on a separate sheet of paper.

7

WS VISUAL RECOGNITION
PUNCTUATION MARKS (13)

1-ws-v-1207

Copy each section.   Write total number of periods, commas, colons, semicolons,
 hyphens, parentheses, brackets, ellipses, slashes, apostrophes, question marks,
quotation marks, exclamation marks. Write NA when not applicable, not available.

1-text-1207 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

2-text-1207 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

3-text-1207 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

4-text-1207 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

5-text-1207 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

6-text-1207 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

7-text-1207 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

8-text-1207 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

9-text-1207 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

10-text-1207 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

11-text-1207 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

12-text-1207 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

FUNCTION WORDS

Words that are not content words are called function words.
Function words explain or create grammatical or structural relationships into which content words may fit such as clauses, sentences, paragraphs.
Here are three frequently used subsets of function words.

COORDINATING CONJUNCTIONS connect two equal words (2 nouns, 2 verbs, 2 modifiers) or 2 independent clauses. They include **(7)** and, but, or, so, yet, for, nor

SUBORDINATING CONJUNCTIONS connect grammatical elements such as dependent and independent clause. They include **(24)** after, although, as, as long as, as soon as, because, before, how, in order that, if, since, so that, that, unless, until, what, when, where, whether, which, while, who, whose, why.

CORRELATIVE CONJUNCTIONS are coordinating conjunctions that work in pairs to connect elements in a sentence. They include **(7)** although...yet, both...and, either...or, neither...nor, not...but, not only...but also, whether...or.

Note, multiple names for the same grammatical concept, entity:
Content Words are also known as lexical, autosemantic, open class words.
Function Words are also known as structure, grammatical, closed class, empty words. Conjunctions are also known as transition words.

2-ws-v-1207

Copy all function words into three groups, 7, 24, 7. Write number of different function words at the end of each group.

1-text-1207
7 _____ ( )
24 _____ ( )
7 _____ ( )

2-text-1207
7 _____ ( )
24 _____ ( )
7 _____ ( )

3-text-1207
7 _____ ( )
24 _____ ( )
7 _____ ( )

4-text-1207
7 _____ ( )
24 _____ ( )
7 _____ ( )

5-text-1207
7 _____ ( )
24 _____ ( )
7 _____ ( )

6-text-1207
7 _____ ( )
24 _____ ( )
7 _____ ( )

7-text-1207 7 _____ ( )
24 _____ ( )
 7 _____ ( )

8-text-1207 7 _____ ( )
24 _____ ( )
 7 _____ ( )

9-text-1207 7 _____ ( )
24 _____ ( )
 7 _____ ( )

10-text-1207 7 _____ ( )
24 _____ ( )
 7 _____ ( )

11-text-1207 7 _____ ( )
24 _____ ( )
 7 _____ ( )

12-text-1207 7 _____ ( )
24 _____ ( )
 7 _____ ( )

Have you created two glossaries of words used in WAAE-W?

TEXT GLOSSARY - words and phrases used in the text, from
        Academic Exchange Quarterly.
WORKBOOK GLOSSARY - remaining words and phrases such as
        explanations, instructions and exercises…
The following steps are the same for each glossary:
        First, copy words and phrases into two different files in MS
                Word DOC
        Second, arrange alphabetically in a column
        Third, add square brackets [ ] to the right of each word, phrase
         Next, inside square brackets [ ] keep tally of how many times
                it has appeared in units 1, 2… 7…11, 12…19…23, 24
        Then , to the right of [ ] start writing your simple definition in English.
         Finally, if you know, identify part of speech.
                Otherwise leave it blank until you are ready to complete it.
                 EXAMPLE
                 Education [7] noun - instruction at a school
                  Increasing [1] gerund - getting bigger or expanding

WHICH IS WHICH
ABSTRACT vs INTRODUCTION

Here are four visual elements that may offer clue whether text, section, is abstract or introduction.   The assumption is that each section has approximately the same number of words.

In the selection below, text is INTRODUCTION when it has:
1) more independent clauses than abstract
2) more different punctuation marks than abstract
3) NOT more different content words than abstract
4) more different function words than abstract
    36 common function words:
    a, an, and, as, at, between, but, can, do, for, have, he, in, is, it, may, more, much, need, no, not, of, on, one, or, our, that, the, they, to, was, we, when, while, with, without.

Notice, the above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

3-ws-v-1207

Here are two sections. Analyze each section text in light of the above listed four elements. YES answer gives credit to introduction. When there is a tie, two credits each, try to analyze again. Otherwise, answer these two questions.
   (1) Is first-person pronoun (I or We) used in text?
   (2) Is future tense used in text?
   YES answer confirms section to be introduction.
      When finished, circle your answer ABSTRACT / INTRODUCTION.

ABSTRACT / INTRODUCTION

Ongoing concerns about budgets and accountability have accelerated tendencies to model education after the values of the free market, prioritizing efficiency and customer satisfaction while treating education itself as a commercial transaction. Adopting this framework frays the moral fabric of education and shortchanges students who are configured as consumers to please rather than characters to build.   [SH o41]

ABSTRACT / INTRODUCTION

The present article reports on the impact of a conversation partner project in which pre-service ESL teachers met with international students whose native language was other than English. The article is organized as followings: first, putting forward a rationale calling for more contact between ELLs and pre-service ESL teachers; second, introducing the participants and the project; third, showing the results; and finally, there are discussions and recommendations for ESL teacher preparation programs.   [RH o44]

WS PRACTICE
SIMPLE SENTENCE
word order   Subject - Verb - Object   (SVO)
The first two, SV, are required. The last one, O, is not.
To identify the first two, SV, look for a verb between subject part
(Who? or What?) and predicate part (What action? or What happened?).

S   (noun or pronoun)   V   (verb)
one or more words   one or more words
_____ VERB _____

SUBJECT PART (SP)   PREDICATE PART (PP)
(words to the left of verb)   (words to the right of verb)

1-ws-p-1207
After you find sentence verb, divide the sentence into SP and PP.
EXAMPLE

> The use of computers and technology has drastically changed how
> students learn. [SH 116]
> (SP) The use of computers and technology   VERB - has
> (PP) has drastically changed how students learn.

1) Ongoing concerns about budgets and accountability have accelerated
    tendencies to model education after the values of the free market. [SH o41
    (SP) _____   VERB _____
    (PP) _____

2) The present article reports on the impact of a conversation partner project
    in which pre-service ESL teachers met with international students whose
    native language was other than English. [RH o44]
    (SP) _____   VERB _____
    (PP) _____

3) Part of the problem arises from accepted notions of expertise. [IS005]
    (SP) _____   VERB _____
    (PP) _____

4) Evidence from students' reactions to the use of wiki are then addressed.
                                                          [SH 103]
    (SP) _____   VERB _____
    (PP) _____

5) Strategies for an instructor using a tablet are discussed as well as
    benefits   of the students from the instructors use.   [SH 116]
    (SP) _____   VERB _____
    (PP) _____

FUNCTION WORDS (22 and 24)
help to identify
INDEPENDENT and DEPENDENT CLAUSE

22 - INDEPENDENT MARKER WORDS (IMW): also, finally, first, furthermore,
     hence, however, in conclusion, indeed, instead, likewise, moreover,
     nevertheless, next, now, second, similarly, so, still, then, therefore, third, thus.
24 - DEPENDENT MARKER WORDS (DMW): after, although, as, as long as,
     as soon as, because, before, how, in order that, if, since, so that, that, unless,
     until, what, when, where, whether, which, while, who, whose, why.

INDEPENDENT CLAUSE uses IMW and semicolon:
    1- IMW at the beginning of a sentence

     IMW _____ .
    2- when the second clause has IMW, a semicolon before IMW

     _____ ; IMW _____ .

DEPENDENT CLAUSE uses DMW and comma
    3- DMW at the beginning, a comma before the second

     DMW _____ , _____ .
    4- when the second clause has DMW, there is no comma.

     _____ DMW _____ .

2-ws-p-1207

In each section find one sentence that has IMW or DMW. Write "0" if none available. Then copy 1 of 4 diagrams representing sentence. Finally write out the sentence.

                                                      EXAMPLE

> **1-text-1101** [JFoo7]
>
> North American colleges and universities are increasing their use of online education. While there is a large volume of literature on the reasons for administrators' offering online education, there is less written on why students take such courses. In this paper, using a sample of 101 graduate business school students, we examine the factors associated with the adoption of online education by students. Implications for administrators are discussed. [JFoo7]
>
> DMW _____ , _____ .
>
> While there is a large volume of literature on the reasons for administrators' offering online education, there is less written on why students take such courses.

1-text-1207   Then copy 1 of 4 _____
                 Finally write out sentence _____
                 _____

2-text-1207   Then copy 1 of 4 _____
             Finally write out sentence _____
             _____

3-text-1207   Then copy 1 of 4 _____
             Finally write out sentence _____
             _____

4-text-1207   Then copy 1 of 4 _____
             Finally write out sentence _____
             _____

5-text-1207   Then copy 1 of 4 _____
             Finally write out sentence _____
             _____

6-text-1207   Then copy 1 of 4 _____
             Finally write out sentence _____
             _____

7-text-1207   Then copy 1 of 4 _____
             Finally write out sentence _____
             _____

8-text-1207   Then copy 1 of 4 _____
             Finally write out sentence _____
             _____

9-text-1207   Then copy 1 of 4 _____
             Finally write out sentence _____
             _____

10-text-1207   Then copy 1 of 4 _____
             Finally write out sentence _____
             _____

11-text-1207   Then copy 1 of 4 _____
             Finally write out sentence _____
             _____

12-text-1207   Then copy 1 of 4 _____
             Finally write out sentence _____
             _____

Please handwrite on a separate sheet of paper.

PUNCTUATION WITHIN A SENTENCE

A SENTENCE has word order Subject - Verb - Object (S-V-O)
  1- begins with capital letter
  2- ends with punctuation - period is most common
  3- may have other punctuations inside such as **comma, semicolon, colon.**

  Comma is used:
       1- between words on a list
               word**,** word**,** word _____
       2- after or before extra phrase   at the start or end of sentence
               After at the start**,** _____
               _____ **,**before at the end
       3- around extra phrase within sentence
               _____ **,** around extra phrase**,** _____
  Semicolon is used:
       4- to join two closely linked INDEPENDENT CLAUSES

               _____ independent clause **;** independent clause _____
       5- to separate lists of words or phrases

               ___ word, word, word **;** phrase, phrase, phrase _____
  Colon is used:
       6- before listing words or phrases
               _____ **:** before listing word _____
       7- often instead of semicolon between INDEPENDENT CLAUSES
               ___ word, word, word **;** phrase, phrase, phrase _____

3-ws-p-1207

For each section write number of sentences; and number of commas,
semicolons, colons in each sentence. When section has more than two
sentences (1st and 2nd) add additional entries (3rd, 4th, 5th).

1-text-1207   _____ number of sentences
               1st sentence: __commas __ semicolons __ colons
               2nd sentence: __commas __ semicolons __ colons
2-text-1207   _____ number of sentences
               1st sentence: __commas __ semicolons __ colons
               2nd sentence: __commas __ semicolons __ colons
3-text-1207   _____ number of sentences
               1st sentence: __commas __ semicolons __ colons
               2nd sentence: __commas __ semicolons __ colons
4-text-1207   _____ number of sentences
               1st sentence: __commas __ semicolons __ colons
               2nd sentence: __commas __ semicolons __ colons
5-text-1207   _____ number of sentences
               1st sentence: __commas __ semicolons __ colons
               2nd sentence: __commas __ semicolons __ colons
6-text-1207   _____ number of sentences
               1st sentence: __commas __ semicolons __ colons
               2nd sentence: __commas __ semicolons __ colons

15

7-text-1207   _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

8-text-1207   _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

9-text-1207   _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

10-text-1207   _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

11-text-1207   _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

12-text-1207   _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

PRONOUNS

THEY acts as the subject; used
-- to replace nouns that are the subject of a clause
-- often used to avoid   repetition of the subject's name.
THEM   acts   as the object; used to replace nouns that are
the direct or indirect object of a clause

4-ws-p-1207

Fill in the blank with THEY or THEM -   subject or object.
Then underline the subject of a clause.   Sentences come from Chapter 1.

(1)   In traditional learning practices whereby students simply receive and consume
knowledge, ____ fail mostly to utilize and develop their potential, and end up typically
becoming part of the traditional graduates with limited real life experiences. [JFo71]

(2)   The results indicate that an ESL introductory course, and particularly the field
experience connected to it, can contribute to preservice teachers' confidence in being
able to help ESL students, and help overcome the fear of having ____ as students in
their mainstream classrooms. [JF182]

(3)   When students need research help, _____ can get help from librarians. [JF133]

(4)   Media literacy initiatives under such conditions must go beyond "reading" the
media and encourage practice-based reclaiming of the powerful communication
technologies _____ employ. [JF145]

(5)   In order to adjust to students' confusion, this article suggests that teachers give
more graded weight to metawritings, in which students discuss their writing processes
and those who contributed to _____,   rather that putting sole focus on the writings
themselves. [JF 212]

WS TEST YOURSELF

SENTENCE STRUCTURE

Depending on the number and type of clauses, sentences can be classified as

SIMPLE one independent clause

COMPOUND more than one independent clauses

COMPLEX one independent clause and at least one dependent

COMPOUND-COMPLEX   combination of two complex

1-ws-t-1207

Copy the entire section.   Start every sentence in a new line. Add lines if more than
 two sentences. At the end of the sentence, identify structure with two-letter (ID):
SIMPLE (SI)   COMPOUND (CO),   COMPLEX (CX),   COMPOUND-COMPLEX (CC).
Write (UN) unable to complete it - do not understand.

1-text-1207 _____ ( )
_____ ( )

2-text-1207 _____ ( )
_____ ( )

3-text-1207 _____ ( )
_____ ( )

4-text-1207 _____ ( )
_____ ( )

5-text-1207 _____ ( )
_____ ( )

6-text-1207 _____ ( )
_____ ( )

7-text-1207 _____ ( )
_____ ( )

8-text-1207 _____ ( )
_____ ( )

9-text-1207 _____ ( )
_____ ( )

10-text-1207 _____ ( )
_____ ( )

11-text-1207 _____ ( )
_____ ( )

12-text-1207 _____ ( )
_____ ( )

VERB FORMS
TO BE, TO DO, TO HAVE

TO BE am, are, is, was, were
TO DO   do, does, did, done
TO HAVE have, has, had

2-ws-t-1207

Choose the correct verb form for each sentence a-b-c-d-e.
All five sentences come from Unit 1-2-3-4-5-6.

a) Teachers who write _____ even more effective in this instructional
   role because they actively reflect on their writing experiences and
   processes. [IS005]
b) The female students _____ higher academic achievement than
    males in both environments. [JFo31]
c) A survey _____ conducted with university students enrolled in
    an introductory ESL course to answer this question. [JF182]
d) Democracy _____ the ongoing work of people to create and
    recreate the places where they live and the communities that
    anchor their lives. [IS331]
e) Additionally, research findings ____ presented of what is
    known already with respect to this theoretical framework. [JF 266]

Please write on a separate sheet of paper.

Handwriting helps to remember words, phrases and content.

USEFUL PHRASES
for a first sentence in the stand-alone paragraph.
TOPIC SENTENCE
ought to be related to the subject at hand, the controlling idea

3-ws-t-1207 Here are six phrases and five partial sentences.
1 - A major part of this debate _____
2 - The limitations of the study _____
3 - Our results may be used to _____
4 - There have been a number _____
5 - While there is good reason _____
6 - This paper reviews _____

Choose correct phrases to complete five sentences below. You may add or delete a function word while completing. One extra phrase, has no sentence match. Write NA when not able to complete it. Sentences from Chapter 1.

- 1-
_____ to be suspicious of the enthusiastic rush to integrate technology into the classroom, we in the humanities should embrace the opportunity it presents for media literacy and critical cultural inquiry. [JF145]

- 2-
_____ is the training needs of teachers who will work with these children and their families. [JF175]

- 3-
_____ research on network-based instruction and its effects on NNES achievements in network-based environments. [JF186]

- 4-
_____ are discussed. [JF191]

- 5-
_____ of studies into skills gaps and shortages and industry perceptions of graduate skills. [JF 275]

Please handwrite on a separate sheet of paper.

USEFUL PHRASES
for a sentence in the stand-alone paragraph
FINAL THOUGHT
indicates what the text is about or demonstrates its benefit to the reader

4-ws-t-1207 Here are 10 phrases. The function word (FW) at the end may
be deleted or replaced. Also may change singular/plural   format as in
#1 & 2; or replace a content word e.g. decide on one of 4 available, #3.

1-Lastly, concluding comments are proffered   and (then) _____
2-Lastly, a concluding comment is proffered and (then) _____
3-The (article, paper, research, study) concludes (by) _____
4-The paper ends with practical suggestion (to) _____
5-This study is important in terms (of) _____
6-The results of this study may assist _____
7-The conclusions of this study advocate (for) _____
8 -Findings may be used (to) _____
9 -The data from this study demonstrates (how) _____
10-The data demonstrates the importance (of) _____

Compose FINAL THOUGHT   to a text selected by you from from Chapter 1, Unit 1. Start the
sentence with a phrase from 10 listed above. End   it using content and function words.

EXAMPLE

1st -- Copy abstract that you are familiar with   [JF133]

Most college campuses have <u>writing centers</u>, where students can <u>get help</u> from
professional and peer tutors with their writing skills. When <u>students</u> <u>need research</u>
help, they can get help from librarians. But wouldn't it be great if writing centers
and <u>libraries</u> could collaborate and   combine the benefits of peer tutoring with
<u>research assistance</u>? This article presents one collaborative approach to
combining a writing center's peer tutoring program with a library's   research
assistance program.

2nd -- Select 4-9 key content and function words from abstract: writing,
writing, centers, get, help, students, need,   libraries, research, assistance

3rd -- While selecting a phrase from 10 listed, zero in on key words
e.g. <u>students</u>   <u>need</u> <u>help</u>. **There are three phrases** # (4, 6, 7)
fitting   content   words such as   suggestion, assist, advocate.

4th -- After further elimination,   plural and word choice, decided on
#4 The paper ends with practical suggestion to _____

5th -- FINAL THOUGHT   The paper ends with practical suggestion to get
research help to   students.

6th -- Notice, often there may be more than one correct answer, FINAL THOUGHT.

1st -- Abstract ID # _____ and text _____

_____

_____

3rd -- Phrase # _____ and wording _____

5th -- FINAL THOUGHT _____

_____

WHICH IS WHICH
ABSTRACT given, find   INTRODUCTION
Use ABSTRACT content words to find matching text, INTRODUCTION
Content words have meaning.
Content words express key ideas in a sentence.
Content words are nouns, verbs, adjectives, adverbs.

5-ws-t-1207
The assumption is that abstract and introduction have common content words.
First write out at least five content   words from given abstract.
Then search   the following four sections (3, 5, 7, 9) for matching   content
words. Often three matches are enough to make a decision. If not sure.
try again by adding couple more content words (verbs, adjectives).

EXAMPLE

First write out five content words.   Then search four sections for matches.

impact   conversation   partner   ESL   teacher   cultures

ABSTRACT
 This article investigates the impact of a conversation partner project in which pre-service ESL (English as a Second Language) teachers were required to work with ELLs (English Language Learners) as conversation partners. Data gathered from journal entries show that the conversation partner project helped pre-service teachers better appreciate other cultures, understand ELLs, and practice their teaching skills.   [RHo44]

 INTRODUCTION
The present article reports on the impact of a conversation partner project in which pre-service ESL teachers met with international students whose native language was other than English.   The article is organized as followings: first, putting forward a rationale calling for more contact between ELLs and pre-service ESL teachers; second, introducing the participants and the project; third, showing the results; and finally, there are discussions and recommendations for ESL teacher preparation programs.

_____ _____   _____   _____   _____

ABSTRACT
Teachers are not simply transmitters of disciplinary information but veterans initiating outsiders into disciplinary ideas and ways of thinking and communicating. After examining two alternative approaches to a constructivist model of instruction, this paper argues that teachers in all disciplines can act as insiders in helping students to write more effectively within academic contexts. Teachers who write are even more effective in this instructional role because they actively reflect on their writing experiences and processes. Teachers who write bring expert knowledge (of content and language) from tacit to conscious awareness and thus more effectively engage both insider (teacher) and outsider (student) in the teaching exchange. [IS005]

INTRODUCTION
_____
_____

WS CONTROLLED and GUIDED WRITING

TITLE and SUBTITLE

1-ws-c-1207 Write title and subtitle, any length, to five indicated abstracts. Find text by number in the beginning of this unit.

3-text-1207 _____

_____

4-text-1207 _____

_____

8-text-1207 _____

_____

11-text-1207 _____

_____

12-text-1207 _____

_____

2-ws-c-1207 Combine words from title and subtitle into one sentence: simple (SI), compound (CD) or complex (CX). Identify the sentence with two letter (ID).

3-text-1207 _____ ( )

4-text-1207 _____ ( )

8-text-1207 _____ ( )

11-text-1207 _____ ( )

12-text-1207 _____ ( )

Please handwrite on a separate sheet of paper.

UNSCRAMBLE SENTENCE
(phrases or words)

Remember every sentence **begins** with capital letter and   **ends** with punctuation - period
is the most common.   Keeping in mind sentence structure, S-V-O,   look for   sentence
SUBJECT PART and   PREDICATE PART   separated by **main verb.**

Here are five scrambled sentences. The first three are scrambled   sentence phrases
(marked phrases). The last two are scrambled sentence   words (marked words).
 Sentences come from Chapter 1,   Unit 1.

EXAMPLE

(10 words and 1 phrases)
    elements   library   marketing   number   of a
    of   public   paper   plans.   reviews   This
       This   **reviews**   **plans.**

1st try FAILED because two are left: "elements" & "of a"
        This   public library **reviews** number of   paper
         marketing   **plans.**
2nd try SUCCESSFUL
    This paper **reviews** elements of a number of public library marketing **plans.**

3-ws-c-1207   Unscramble

1- (4 phrases)   are faced   Schools across the United States

            student diversity.   with increased

_____

2- (5 phrases)   are increasing   colleges and universities

            North American   online education.   their use of

_____

3- (4 phrases)   that applying   constructivist principles   Critics argue

            is impractical.

_____

4- (8 words)   alternative   be   can   done   reward

            systems.   This   through

_____

5- (10 words)   a   explain   for   MBA.   model   paper
            seeks   to   unique   This

_____

STAND-ALONE-PARAGRAPH

BASIC paragraph of 6 sentences (5+1). Use the 6th sentence in any of the 3 parts.
DIVIDED into 3 parts
   (1) TOPIC SENTENCE - introduction, focus sentence, (1 or 2 sentences) indicates what
       the text is about
   (2) BODY - details, explains (3 or 4 sentences)
   (3) FINAL THOUGHT - conclusion (1 or 2 sentences) reiterates what the text is about
       or demonstrates its benefit to the reader
ADDRESSING one subject, one thesis the paragraph is going to deal with

4-ws-c-1207

Use the two sections below, article's abstract and introduction, to describe in one paragraph
what the article is about? After you identify which section is abstract and which introduction:
(1) Start writing the first sentence to stand-alone-paragraph by using
    one of six phrases from step TOPIC SENTENCE - USEFUL PHRASES
(2) For the BODY, besides content words, use function words from article's introduction.
    To detail discussed subject, use coordinating conjunctions (and, but, or, so, yet, for, nor).
(3) End paragraph with phrase selected from ten available in step FINAL THOUGHT -
    USEFUL PHRASES. Be sure to complete selected phrase.

_____
_____
_____
_____
_____
_____

IDENTIFY ABSTRACT / INTRODUCTION

 Unfortunately, traditional attitudes among teachers in some disciplines, even among
teachers involved in WAC, posit that writing "leads to learning" only for students. Why do
teachers see writing as an important learning tool for students but not for themselves?
Part of the problem arises from accepted notions of expertise. Some WAC instructors,
for instance, think of themselves as experts in nutrition, history, psychology, pathology,
philosophy, and economics. Another part of the problem comes from thinking about
writing as an endeavor separate from the research and teaching these faculty members
take for granted. One needs to challenge these notions to explore an instructional model
that characterizes teachers not so much as transmitters of disciplinary information but as
veterans initiating outsiders into disciplinary ideas and ways of thinking and
communicating. Here are two approaches to such a model, and details what the model
implies about teacher roles and rewards. [IS005]

IDENTIFY ABSTRACT / INTRODUCTION

Teachers are not simply transmitters of disciplinary information but veterans initiating
outsiders into disciplinary ideas and ways of thinking and communicating. After
examining two alternative approaches to a constructivist model of instruction, this paper
argues that teachers in all disciplines can act as insiders in helping students to write more
effectively within academic contexts. Teachers who write are even more effective in this
instructional role because they actively reflect on their writing experiences and
processes. Teachers who write bring expert knowledge (of content and language) from
tacit to conscious awareness and thus more effectively engage both insider (teacher) and
outsider (student) in the teaching exchange. [IS005]

UNIT **08**

INDELPENDENT and DEPENDENT CLAUSE
and
FOUR SENTENCE PATTERNS

INDEPENDENT CLAUSE has word order **S-V-O** Subject-Verb-Object
    S is required - can be noun or pronoun   (one or more words)
        To identify **S** ask: Who or what ?
    V is required - shows tense   (one or more words)
        To identify **V** ask: What action or what happened?
    O is not required   but when it is (one or more words)
        To identify **O** ask: To what? / For what? or To whom? / For whom?
INDEPENDENT CLAUSE expresses a complete thought,   makes
      sense standing alone,   INDEPENDENT CLAUSE = SENTENCE

DEPENDENT CLAUSE also has **S-V-O** or just **S-V** but it   does not
    express a complete thought. DEPENDENT CLAUSE ≠ SENTENCE
    It can be identified by DEPENDENT MARKER WORDS (24):
        after, although, as, as long as, as soon as, because, before,
        how, if, in order that, since, so that, that, unless, until,
        what, when, where, whether, which, while, who, whose, why.

FOUR SENTENCE PATTERNS - number and type of clauses   determines
    sentence pattern.
    1. SIMPLE one independent clause
    2. COMPOUND more than one independent clause
    3. COMPLEX one independent and at least one dependent clause
    4. COMPOUND-COMPLEX more than one independent clause
                   and at least one dependent clause

Academic Exchange
Since 1997 QUARTERLY

<u>Academic Exchange Quarterly</u> TEXT (12)
Abstracts and Introductions , proper names replaced by abbreviation [cv-a]

1-text-1208

 A public library's marketing plan provides a useful framework for the logical and effective development and aligned organization of market activities designed to allow a public library to utilize its available resources judiciously. This paper presents three marketing plan models and synthesizes their main elements into a list of eight critical elements of a comprehensive marketing plan for a public library. These eight critical elements –executive summary, mission statement and role statement, marketing audit, marketing strategy, marketing goals, objectives and action strategies, budget, timeline and evaluation are explained in detail. The paper concludes by arguing for the importance of developing a marketing strategy for 21st century public libraries.   [TF105]

2-text-1208

The intent of this article is to establish learning about grading as an important learning outcome of student-teacher interactions about grades. The article begins with a discussion of the primacy of grades and the challenges to student-teacher interactions about them. Then the benefits of student-teacher interactions in which students learn about grading are described.   [SH 134]

3-text-1208

This study analyzes citation patterns in an algebra writing assignment completed by students in two sections of college algebra, one that used iPads throughout the semester and one that did not. Students in the iPad section did not prefer to use apps as an information source more than students in the non-iPad section, even though available apps were closely linked to course content. Open-ended assignments are a useful tool in tablet initiatives to gauge student interest in new learning technologies.   [SS 113]

4-text-1208

Qualitative research can be described as being both an art and a science. Teaching these two components can be challenging for educators. On one hand the mastery of facts, philosophies and procedures are important [and necessary aspects of] qualitative inquiry. On the other hand educators are called upon to stimulate analytic skills which require a degree of playfulness, [passion], engagement, and creativity.   The purpose of this paper is to describe strategies used to infuse both 'being' and 'doing' into qualitative research courses. Strategies utilized in two graduate research courses at a large, online university are presented. Discussion of the merits of these strategies is illustrated through two perspectives: the educator who developed and taught the course content and a graduate student who took the course taught by the same educator. Implications which arise from the discussion are outlined.   [RH 130]

5-text-1208

The purpose of this study was to understand teacher beliefs about teaching mathematics over the course of an elementary mathematics teaching methods course. The participants came from three groups of in-service and preservice teachers in master's degrees programs at a university in New York: [SS107] Teaching Fellows, Teacher Education Assessment and Management program, and traditional preservice teachers. Findings revealed an increase in positive beliefs about teaching mathematics over the semester, but there were no differences in participants' beliefs between the three programs.   [SS107]

6-text-1208

This paper examines Kantor's universal theory of the structure of communication; Groysberg and Slind's research suggesting that productive organizational conversations at all organizational levels involve a combination of four elements (inclusion, intimacy, interactivity, and intentionality); and Hurley's contention that conversationally-adept leaders draw upon six specific leadership practices as cultural instruments to keep colleagues engaged in building a more resilient academic enterprise, one conversation, one meeting, and one insight at a time.   [SW o66]

7-text-1208

The purpose of this study is to determine the effect of the use of visual methods to train new workers on an assembly line. The methods to be studied are (1) use of a 15 to 20 minute training session in which the correct assembly procedures for constructing a wooden fence and quality checkpoints will be shown to the workers by videotape, and (2) the use of a large graphic sign at the workplace that will graphically illustrate correct assembly procedures and quality checkpoints.   [IS215]

8-text-1208

The placement of new college students into foreign language courses in an effective and efficient manner is one of the primary challenges faced by large-scale university foreign language programs. Because of this difficulty, university French teachers frequently encounter in their second-year classes students who have taken one to three (sometimes even four) years of the language in high school. But these students' skills are not always adequate to place out of second year classes by examination, and there are not enough of them to fill a class on their own. However, these students' knowledge of vocabulary, their familiarity with grammatical structures, and their ability to understand the written word surpass the skills and knowledge of their classmates who have just completed their first year of French. The instructor is faced with the challenge of 1) finding a text that meets the needs of both groups of students; and 2) structuring the class to maximize the advantage of the one group without jeopardizing the chances of success of the other group. Studying an authentic French text collaboratively provides a solution to this problem.   [LF151]

27

9-text-1208

Teachers' beliefs about teaching mathematics are important for teacher quality. Their beliefs influence the manner in which they teach, the content they teach, and influence teacher-student interactions. Teacher beliefs can impact student performance. In this study teacher beliefs can be defined as the combination of beliefs about teaching mathematics, the nature of mathematical knowledge, mathematical confidence and efficacy, and the belief in the degree of student-centered and inquiry-based instruction.   [SS 07]

10-text-1208

The Apple iPad tablet computer has received equal measures of excitement and criticism as an educational tool. Mobile applications seem well-suited to educational endeavors because they focus students' attention on specific sets of knowledge and experiences. This is just what students do as they develop knowledge in a class—they reduce disciplinary analysis into smaller skills and bits of knowledge. Like any new technology, however, students must decide whether it is useful to spend time learning to use it. In a college algebra class, students had the opportunity to use iPads as a research tool for a writing assignment on mathematical and social perspectives on HIV epidemics. This article reports on students' citation patterns as a means of judging the extent to which they chose to use iPads as a research tool.   [SS113]

11-text-1208

Student-teacher interactions about grades have implications for student learning. Yet despite the primacy of grades to students' educational experiences, the opportunities for, and benefits of, learning about grading during these interactions have been neglected. Accordingly, the intent of this article is to (a) establish the primacy of grades, (b) describe the challenges of student-teacher interactions about grades, and (c) discuss the benefits of learning about grading for students' educational experiences.   [SH 134]

12-text-1208

When public libraries are faced with budget constraints and cuts, it is critical that they learn how to develop comprehensive marketing plans. This is needed because limited public coffers make it vital for public libraries to demonstrate their inherent value to the community and ultimately gain access to sustainable funding sources. Additionally, public libraries are most utilized when the economy is not thriving and provide immeasurable benefits to patrons looking for work, gaining job skills, and needing access to computers and the Internet. This paper reviews elements of a number of public library marketing plans. Through this review, eight basic components of an effective marketing plan for public libraries are identified in an effort to provide a blueprint for those interested in developing public library marketing plans.
[TF105]

PUNCTUATION MARKS (13)

1-ws-v-1208

Copy each section.   Write total number of periods, commas, colons, semicolons, hyphens, parentheses, brackets, ellipses, slashes, apostrophes, question marks, quotation marks, exclamation marks. Write NA when not applicable, not available.

1-text-1208 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

2-text-1208 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

3-text-1208 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

4-text-1208 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

5-text-1208 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

6-text-1208 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

7-text-1208 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

8-text-1208 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

9-text-1208 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

10-text-1208 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

11-text-1208 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

12-text-1208 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

29

FUNCTION WORDS

Words that are not content words are called function words.
Function words explain or create grammatical or structural relationships into which content words may fit such as clauses, sentences, paragraphs.
Here are three frequently used subsets of function words.

COORDINATING CONJUNCTIONS connect two equal words (2 nouns, 2 verbs, 2 modifiers) or 2 independent clauses. They include **(7)** and, but, or, so, yet, for, nor

SUBORDINATING CONJUNCTIONS connect grammatical elements such as dependent and independent clause. They include **(24)** after, although, as, as long as, as soon as, because, before, how, in order that, if, since, so that, that, unless, until, what, when, where, whether, which, while, who, whose, why.

CORRELATIVE CONJUNCTIONS are coordinating conjunctions that work in pairs to connect elements in a sentence. They include **(7)** although...yet, both...and, either...or, neither...nor, not...but, not only...but also, whether...or.

Note, multiple names for the same grammatical concept, entity:
Content Words are also known as lexical, autosemantic, open class words.
Function Words are also known as structure, grammatical, closed class, empty words.   Conjunctions are also known as transition words.

2-ws-v-1208

Copy all function words into three groups, **7, 24, 7.** Write number of different function words at the end of each group.

1-text-1208
7 _____ ( )
24 _____( )
7 _____ ( )

2-text-1208
7 _____ ( )
24 _____( )
7 _____ ( )

3-text-1208
7 _____ ( )
24 _____( )
7 _____ ( )

4-text-1208
7 _____ ( )
24 _____( )
7 _____ ( )

5-text-1208
7 _____ ( )
24 _____( )
7 _____ ( )

6-text-1208
7 _____ ( )
24 _____( )
7 _____ ( )

7-text-1208   7 _____ ( )
                   24 _____ ( )
                    7 _____ ( )

8-text-1208   7 _____ ( )
                   24 _____ ( )
                    7 _____ ( )

9-text-1207   7 _____ ( )
                   24 _____ ( )
                    7 _____ ( )

10-text-1207   7 _____ ( )
                   24 _____ ( )
                    7 _____ ( )

11-text-1208   7 _____ ( )
                   24 _____ ( )
                    7 _____ ( )

12-text-1208   7 _____ ( )
                   24 _____ ( )
                    7 _____ ( )

Have you created two glossaries of words used in WAAE-W?

TEXT GLOSSARY - words and phrases used in the text, from
        Academic Exchange Quarterly.
WORKBOOK GLOSSARY - remaining words and phrases such as
        explanations, instructions and exercises…
The following steps are the same for each glossary:
        First, copy words and phrases into two different files in MS
                Word DOC
        Second, arrange alphabetically in a column
        Third, add square brackets [ ] to the right of each word, phrase
       Next, inside square brackets [ ] keep tally of how many times
                it has appeared in units 1, 2… 7…11, 12…19…23, 24
        Then , to the right of [ ] start writing your simple definition in English.
       Finally, if you know, identify part of speech.
          Otherwise leave it blank until you are ready to complete it.
         EXAMPLE
         Education [7] noun - instruction at a school
          Increasing [1] gerund - getting bigger or expanding

WHICH IS WHICH
ABSTRACT vs INTRODUCTION

Here are four visual elements that may offer clue whether text, section,
is abstract or introduction.   The assumption is that each section has
approximately the same number of words.

In the selection below, text is INTRODUCTION when it has:
1) more independent clauses than abstract
2) more different punctuation marks than abstract
3) NOT more different   content words than abstract
4) more different function words than abstract

36 common function words: a, an, and, as, at, between, but, can, do,
for,   have, he, in, is, it, may, more, much, need, no, not, of, on, one, or,
our, that, the, they, to, was, we, when, while, with, without.

*Notice, the above approach is not absolute rule, but following it helps
to progress to more intricate conventions of academic writing.*

3-ws-v-1208

Here are   two sections. Analyze each section text in light of the above listed four
elements. YES answer gives credit to introduction.   When there is a tie, two credits
each, try to analyze again.   Otherwise, answer these two questions.
(1) Is first-person pronoun (I or We) used in text?   (2) Is future tense used in text?
YES answer confirms section to be introduction.   Circle your answer.

ABSTRACT / INTRODUCTION

The placement of new college students into foreign language courses in an effective and efficient
manner is one of the primary challenges faced by large-scale university foreign language
programs. Because of this difficulty, university French teachers frequently encounter in their
second-year classes students who have taken one to three (sometimes even four) years of the
language in high school. But these students' skills are not always adequate to place out of
second year classes by examination, and there are not enough of them to fill a class on their own.
However, these students' knowledge of vocabulary, their familiarity with grammatical structures,
and their ability to understand the written word surpass the skills and knowledge of their
classmates who have just completed their first year of French. The instructor is faced with the
challenge of 1) finding a text that meets the needs of both groups of students; and 2) structuring
the class to maximize the advantage of the one group without jeopardizing the chances of
success of the other group. Studying an authentic French text collaboratively provides a solution
to this problem. [LF151]

ABSTRACT / INTRODUCTION

Qualitative research can be described as being both an art and a science. Teaching these two
components can be challenging for educators. On one hand the mastery of facts, philosophies
and procedures are important [and necessary aspects of] qualitative inquiry. On the other hand
educators are called upon to stimulate analytic skills which require a degree of playfulness,
[passion], engagement, and creativity.   The purpose of this paper is to describe strategies used
to infuse both 'being' and 'doing' into qualitative research courses. Strategies utilized in two
graduate research courses at a large, online university are presented. Discussion of the merits of
these strategies is illustrated through two perspectives: the educator who developed and taught
the course content and a graduate student who took the course taught by the same educator.
Implications which arise from the discussion are outlined.   [RH 130]

32

WS PRACTICE
SIMPLE   SENTENCE
word order   Subject - Verb - Object   (SVO)
The first two, SV, are required. The last one, O, is not.
To identify the first two, SV, look for a verb between   subject part
(Who? or What?) and predicate part (What action? or What happened?).

S (noun or pronoun)   V (verb)
one or more words   one or more words
_____ VERB _____

SUBJECT PART (SP)   PREDICATE PART (PP)
(words to the left of verb)   (words to the right of verb)

1-ws-p-1208

Here are five sentences. Divide each sentence into SP and PP.

EXAMPLE

> The use of computers and technology has drastically changed how
> students learn. [SH 116]
> (SP) The use of computers and technology   VERB - has
> (PP) has drastically changed how students learn.

1) These students' knowledge of vocabulary, their familiarity with grammatical
    structures, and their ability to understand the written word surpass the
    skills and knowledge of their classmates who have just completed their
    first year of French. [LF151]
    (SP) _____ VERB _____
    (PP) _____

2) Studying an authentic French text collaboratively provides a solution
    to this problem.   [LF151]
    (SP) _____ VERB _____
    (PP) _____

3) Teacher beliefs can impact student performance.   [SS 07]
    (SP) _____ VERB _____
    (PP) _____

4)   In a college algebra class, students had the opportunity to use iPads
     as a research tool. [SS113]
     (SP) _____ VERB _____
     (PP) _____

5) Student-teacher interactions about grades have implications for student
     learning. [SH 134]
     (SP) _____ VERB _____
     (PP) _____

FUNCTION WORDS (22 and 24)
help to identify
INDEPENDENT and DEPENDENT CLAUSE

22 - INDEPENDENT MARKER WORDS (IMW): also, finally, first, furthermore,
hence, however, in conclusion, indeed, instead, likewise, moreover,
nevertheless, next, now, second, similarly, so, still, then, therefore, third, thus.

24 - DEPENDENT MARKER WORDS (DMW): after, although,   as, as long as,
as soon as, because, before, how, in order that, if, since, so that,   that, unless,
until, what, when, where, whether,   which, while, who, whose, why.

INDEPENDENT CLAUSE uses IMW and semicolon:
    1- IMW at the beginning of a   sentence

    IMW _____ .
    2- when the second clause has IMW, a semicolon before IMW

    _____ **;** IMW _____ .

DEPENDENT CLAUSE uses   DMW and comma
    3- DMW at the beginning, a comma before the second

    DMW _____ **,** _____ .
    4- when the second clause has DMW,   there is no comma.

    _____ DMW _____ .

2-ws-p-1208

In each section find one   sentence that has IMW or DMW. Write "0" if none
available. Then copy 1 of 4 diagrams representing sentence. Finally write out
the sentence.

EXAMPLE

1-text-1101 [JFoo7]

North American colleges and universities are increasing their use of online education. While
there is a large volume of literature on the reasons for administrators' offering online education,
there is less written on why students take such courses. In this paper, using a sample of 101
graduate business school students, we examine the factors associated with the adoption of
online education by students. Implications for administrators are discussed. [JFoo7]

DMW _____ **,** _____ .

While there is a large volume of literature on the reasons for administrators' offering
online education, there is less written on why students take such courses.

1-text-1208   Then copy 1 of 4 _____
             Finally write out sentence _____
             _____

2-text-1208   Then copy 1 of 4 _____
Finally write out sentence _____
_____

3-text-1208   Then copy 1 of 4 _____
Finally write out sentence _____
_____

4-text-1208   Then copy 1 of 4 _____
Finally write out sentence _____
_____

5-text-1208   Then copy 1 of 4 _____
Finally write out sentence _____
_____

6-text-1208   Then copy 1 of 4 _____
Finally write out sentence _____
_____

7-text-1208   Then copy 1 of 4 _____
Finally write out sentence _____
_____

8-text-1208   Then copy 1 of 4 _____
Finally write out sentence _____
_____

9-text-1208   Then copy 1 of 4 _____
Finally write out sentence _____
_____

10-text-1208   Then copy 1 of 4 _____
Finally write out sentence _____
_____

11-text-1208   Then copy 1 of 4 _____
Finally write out sentence _____
_____

12-text-1208   Then copy 1 of 4 _____
Finally write out sentence _____
_____

Please handwrite on a separate sheet of paper.

PUNCTUATION WITHIN A SENTENCE

SENTENCE has word order   Subject - Verb - Object   (S-V-O)
  1- begins with capital letter
  2- ends with punctuation - period is most common
  3- may have other punctuations inside such as **comma, semicolon, colon.**

Comma is used:
  1- between words on a list
        word**,** word**,** word _____
  2- after or before extra phrase at the start or end of sentence
        After at the start**,** _____
        _____ **,** before at the end
  3- around extra phrase within sentence
        _____ **,** around extra phrase**,** _____
Semicolon is used:
  4- to join two closely linked INDEPENDENT CLAUSES

        _____ independent clause **;** independent clause _____
  5- to separate lists of words or phrases

        ___ word, word, word **;** phrase, phrase, phrase _____
Colon is used:
  6- before listing words or phrases
        _____ **:** before listing word _____
  7- often instead of semicolon between INDEPENDENT CLAUSES
        ___ word, word, word **;** phrase, phrase, phrase _____

3-ws-p-1208

For each section write number of sentences; and number of commas, semicolons, colons in each sentence. When section has more than two sentences (1st and 2nd) add additional entries (3rd, 4th, 5th).

1-text-1208 _____ number of sentences
        1st sentence: __commas __ semicolons __ colons
        2nd sentence: __commas __ semicolons __ colons
2-text-1208 _____ number of sentences
        1st sentence: __commas __ semicolons __ colons
        2nd sentence: __commas __ semicolons __ colons
3-text-1208 _____ number of sentences
        1st sentence: __commas __ semicolons __ colons
        2nd sentence: __commas __ semicolons __ colons
4-text-1208 _____ number of sentences
        1st sentence: __commas __ semicolons __ colons
        2nd sentence: __commas __ semicolons __ colons
5-text-1208 _____ number of sentences
        1st sentence: __commas __ semicolons __ colons
        2nd sentence: __commas __ semicolons __ colons
6-text-1208 _____ number of sentences
        1st sentence: __commas __ semicolons __ colons
        2nd sentence: __commas __ semicolons __ colons

7-text-1208
_____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

8-text-1208
_____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

9-text-1208
_____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

10-text-1208
_____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

11-text-1208
_____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

12-text-1208
_____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

PRONOUNS

THEY acts as the subject; used
-- to replace nouns that are   the subject of a clause
-- often used to avoid   repetition of the subject's name.
THEM   acts   as the object; used to replace nouns that are
the direct or indirect object of a clause

4-ws-p-1208

Here are five sentences.   Fill in the blank with THEY or THEM -   subject or object. Then underline the subject of a clause.

(1)   By focusing students' energies and anxieties on the processes by which _____ create writing, teachers can better address issues of intellectual property in the classroom. [JF 212]

(2)   Like all of William Golding's novels, Darkness Visible is concerned with the ambiguity of moral issues, the difficulty of judgement, and breaking down the partitions that isolate men and prevent _____ from feeling a sense of community. [JFo95]

(3)   Informal on-the-job training (OJT) is currently used to train new employees on the wood products assembly line, where _____ learn to assemble various kinds of wood products by working alongside an experienced worker, with little help from supervisors. [IS215]

(4)   One specific problem for students of any sign language is that there is no "deaf country" where _____ can encounter the language in a natural way and come into contact with the culture in which that language is embedded.   [IS235]

(5)   Democracy is the ongoing work of people to create and recreate the places where _____ live and the communities that anchor their lives. [IS331]

WS **TEST YOURSELF**

SENTENCE STRUCTURE

Depending on the number and type of clauses, sentences can be classified as

SIMPLE one independent clause

COMPOUND more than one independent clauses

COMPLEX one independent clause and at least one dependent

COMPOUND-COMPLEX combination of two complex

1-ws-t-1208

Copy the entire section.   Start every sentence in a new line. Add lines if more than
 two sentences. At the end of the sentence, identify structure with two-letter (ID):
SIMPLE (SI)   COMPOUND (CO),   COMPLEX (CX),   COMPOUND-COMPLEX (CC).
Write (UN) unable to complete it - do not understand.

1-text-1208 _____ ( )
_____ ( )

2-text-1208 _____ ( )
_____ ( )

3-text-1208 _____ ( )
_____ ( )

4-text-1208 _____ ( )
_____ ( )

5-text-1208 _____ ( )
_____ ( )

6-text-1208 _____ ( )
_____ ( )

7-text-1208 _____ ( )
_____ ( )

8-text-1208 _____ ( )
_____ ( )

9-text-1208 _____ ( )
_____ ( )

10-text-1208 _____ ( )
_____ ( )

11-text-1208 _____ ( )
_____ ( )

12-text-1208 _____ ( )
_____ ( )

VERB FORMS
TO BE, TO DO, TO HAVE

TO BE am, are, is, was, were
TO DO do, does, did, done
TO HAVE have, has, had

2-ws-t-1208

Here are five sentences: a-b-c-d-e.
Choose the correct verb form for each   sentence.

a) It _____ become commonplace in the development of literature
courses   to take into account the gender, racial, and ethnic
diversity of works and writers chosen. [IS029]

b) While in pharmacy school the students _____ prepared to
become knowledgeable pharmacists to provide quality health
care. [IS076]

c) Results from graduate surveys _____ analyzed in relationship to
the results of the case study. [IS091]

d) Intended outcomes of increased community awareness,
improvement of personal skills, and self-discovery _____ evident
in the journals. [IS140]

e) Changing demographics _____ dictating a need for increased
understanding between the generations. [IS326]

Please write on a separate sheet of paper.

Handwriting helps to remember words, phrases and content.

39

USEFUL PHRASES
for a first sentence in the stand-alone paragraph.
TOPIC SENTENCE
ought to be related to the subject at hand, the controlling idea

3-ws-t-1208 Here are six phrases and five partial sentences.
      1 - A major part of this debate _____
      2 - The limitations of the study _____
      3 - Our results may be used to _____
      4 - There have been a number _____
      5 - While there is good reason _____
      6 - This paper reviews _____

Choose correct phrases to complete five sentences below. You may add
or delete a function word while completing. One extra phrase, has no
sentence match. Write NA when not able to complete it.

-1-
_____ and possibilities of teaching novels in context.
[IS020]
-2-
_____ pedagogical resources to inspire students in
service-learning courses. [IS081]
-3-
_____ results of a case study of a beginning special
education teacher as she implemented service-learning methods in her
classroom. [IS091]
-4-
_____ mini-educational program designed to encourage
adult women to enter or return to higher education. [IS169]

-5-
_____ student service-learning journals in a first year
experience program. [IS140]

Please handwrite on a separate sheet of paper.

USEFUL PHRASES
for a sentence in the stand-alone paragraph
FINAL THOUGHT
indicates what the text is about or demonstrates its benefit to the reader

4-ws-t-1208 Here are 10 phrases. The function word (FW) at the end may be deleted or replaced. Also may change singular/plural format as in #1 & 2; or replace a content word e.g. decide on one of 4 available, #3.

1-Lastly, concluding comments are proffered and (then) _____
2-Lastly, a concluding comment is proffered and (then) _____
3-The (article, paper, research, study) concludes (by) _____
4-The paper ends with practical suggestion (to) _____
5-This study is important in terms (of) _____
6-The results of this study may assist _____
7-The conclusions of this study advocate (for) _____
8 -Findings may be used (to) _____
9 -The data from this study demonstrates (how) _____
10-The data demonstrates the importance (of) _____

Compose FINAL THOUGHT to a text selected by you from from Chapter 1, Unit 1. Start the sentence with a phrase from 10 listed above. End it using content and function words.

EXAMPLE

> **1st -- Copy abstract that you are familiar with**   [JF133]
>   Most college campuses have writing centers, where students can get help from professional and peer tutors with their writing skills. When students need research help, they can get help from librarians. But wouldn't it be great if writing centers and libraries could collaborate and combine the benefits of peer tutoring with research assistance? This article presents one collaborative approach to combining a writing center's peer tutoring program with a library's research assistance program.
> **2nd -- Select 4-9 key content and function words from abstract:** writing, writing, centers, get, help, students, need, libraries, research, assistance
> **3rd -- While selecting a phrase from 10 listed, zero in on key words**
>   **e.g.** students need help. **There are three phrases** # (4, 6, 7)
>   **fitting content words such as** suggestion, assist, advocate.
> **4th -- After further elimination, plural and word choice, decided on**
>   #4 The paper ends with practical suggestion to _____
> **5th --** FINAL THOUGHT The paper ends with practical suggestion to get research help to students.
> **6th --** Notice, often there may be more than one correct answer, FINAL THOUGHT.

1st -- Abstract ID # _____ and text _____

  _____
  _____

3rd -- Phrase # _____ and wording _____

5th -- FINAL THOUGHT _____

  _____

41

WHICH IS WHICH
ABSTRACT given, find INTRODUCTION
Use ABSTRACT content words to find matching text, INTRODUCTION
Content words have meaning.
Content words express key ideas in a sentence.
Content words are nouns, verbs, adjectives, adverbs.

5-ws-t-1208
The assumption is that abstract and introduction have common content words.
First write out at least five content words from given abstract.
Then search the following four sections (3, 5, 7, 9) for matching content
words. Often three matches are enough to make a decision. If not sure.
try again by adding couple more content words (verbs, adjectives).

EXAMPLE

First write out five content words.   Then search four sections for matches.

impact   conversation   partner   ESL   teacher   cultures

ABSTRACT
This article investigates the impact of a conversation partner project in which pre-service ESL
(English as a Second Language) teachers were required to work with ELLs (English
Language Learners) as conversation partners. Data gathered from journal entries show that
the conversation partner project helped pre-service teachers better appreciate other cultures,
understand ELLs, and practice their teaching skills.   [RHo44]

INTRODUCTION
The present article reports on the impact of a conversation partner project in which pre-
service ESL teachers met with international students whose native language was other than
English.   The article is organized as followings: first, putting forward a rationale calling for
more contact between ELLs and pre-service ESL teachers; second, introducing the
participants and the project; third, showing the results; and finally, there are discussions and
recommendations for ESL teacher preparation programs.

_____   _____   _____   _____   _____

ABSTRACT
Post-industrial firms exhibit characteristics that profoundly affect the range, complexity,
and delivery of knowledge required by employees. This raises the question of whether
new principles are needed to guide training in the post-industrial firm. The article argues
that three fundamental principles that apply to training and learning generally are also
applicable to today's business organizations: (1) approach training scientifically, (2)
treat employees as active learners, and (3) make learning an ongoing process. Training
managers should tailor these principles to fit the specific training and learning needs of
their organizations. [JF113]

INTRODUCTION
_____
_____

42

WS CONTROLLED and GUIDED WRITING

TITLE and SUBTITLE

1-ws-c-1208   Write title and subtitle, any length, to five indicated abstracts.   Find text by number in the beginning of this unit.

3-text-1208 _____

_____

4-text-1208 _____

_____

8-text-1208 _____

_____

11-text-1208 _____

_____

12-text-1208 _____

_____

2-ws-c-1208   Combine words from title and subtitle into one sentence: simple (SI), compound (CD) or complex (CX).   Identify the sentence with two letter (ID).

3-text-1208 _____ ( )

4-text-1208 _____ ( )

8-text-1208 _____ ( )

11-text-1208 _____ ( )

12-text-1208 _____ ( )

Please handwrite on a separate sheet of paper.

UNSCRAMBLE SENTENCE
(phrases or words)

Remember every sentence **begins** with capital letter and **ends** with punctuation - period is the most common.   Keeping in mind sentence structure, S-V-O,   look for   sentence SUBJECT PART and PREDICATE PART   separated by **main verb.**

Here are five scrambled sentences. The first three are scrambled   sentence phrases (marked phrases). The last two are scrambled sentence   words (marked words).
 Sentences come from Chapter 1,   Unit 1.

EXAMPLE

(10 words and 1 phrases)
    elements   library   marketing   number   of a
    of   public   paper   plans.   reviews   This
    This   **reviews**   **plans.**

1st try   FAILED because two are left: "elements" & "of a"
        This   public library **reviews** number of   paper
         marketing   **plans.**
2nd try SUCCESSFUL
    This paper **reviews** elements of a number of public library marketing **plans.**

3-ws-c-1208   Unscramble

1 - (5 phrases)   effective in this   Teachers who   even more
         instructional role**.**   write are

_____

2 - (6 phrases)   We reflect   procedures that   on the process and
    we embraced   our doctorates**.**   when completing

_____

3 - (5 phrases)   expert knowledge   Teachers who   write bring
         from tacit to   conscious awareness**.**

_____

4 - (7 words)   teacher   education   utilize
        Most   programs   field   experiences**.**

_____

5 - (7 words)   Service-learning   combines   with   learning**.**
        community   service   academic

_____

STAND-ALONE-PARAGRAPH

BASIC paragraph of 6 sentences (5+1). Use the 6th sentence in any of the 3 parts.
DIVIDED into 3 parts
   (1) TOPIC SENTENCE - introduction, focus sentence, (1 or 2 sentences) indicates what
     the text is about
   (2) BODY - details, explains (3 or 4 sentences)
   (3) FINAL THOUGHT - conclusion (1 or 2 sentences) reiterates what the text is about
     or demonstrates its benefit to the reader
ADDRESSING one subject, one thesis the paragraph is going to deal with

4-ws-c-1208

Use the two sections below, article's abstract and introduction, to describe in one paragraph
what the article is about? After you identify which section is abstract and which introduction:
(1) Start writing the first sentence to stand-alone-paragraph by using
   one of six phrases from step TOPIC SENTENCE - USEFUL PHRASES
(2) For the BODY, besides content words, use function words from article's introduction.
   To detail discussed subject, use coordinating conjunctions (and, but, or, so, yet, for, nor).
(3) End paragraph with phrase selected from ten available in step FINAL THOUGHT -
   USEFUL PHRASES. Be sure to complete selected phrase.

_____
_____

IDENTIFY ABSTRACT / INTRODUCTION

Our post-industrial age marks not only the end of the heyday of the industrial era, but the emergence of a distinctive kind of business organization. Most obviously, post-industrial firms are ones that increasingly engage in activities that do not require a heavily industrial infrastructure. They are also characterized by changing phenomena involving such key factors as the firm's purposes, its internal and external operating environments, the nature of the tasks to be performed, how and how fast the firm changes, and its structural and functional mechanisms. Often, post-industrial firms are also the locus of profound changes in the range, depth, complexity, and timely delivery of the knowledge and skills required by employees to perform their jobs effectively. These changes have important implications for training and learning in today's workplace and raise crucial questions for training managers. These include questions such as the following: What training and learning principles are appropriate for the new business environment? Do substantially new conditions indicate that a novel set of principles is needed in the post-industrial firm? Or can at least some older training principles be carried forward into the new environment? This article provides at least partial answers to these questions. The first section of the article discusses how characteristics of post-industrial firms affect workplace training and learning. The second part addresses three basic principles that are applicable to virtually any training environment. [JF113]

IDENTIFY ABSTRACT / INTRODUCTION

Post-industrial firms exhibit characteristics that profoundly affect the range, complexity, and delivery of knowledge required by employees. This raises the question of whether new principles are needed to guide training in the post-industrial firm. The article argues that three fundamental principles that apply to training and learning generally are also applicable to today's business organizations: (1) approach training scientifically, (2) treat employees as active learners, and (3) make learning an ongoing process. Training managers should tailor these principles to fit the specific training and learning needs of their organizations. [JF113]

UNIT 09

INDEPENDENT and DEPENDENT CLAUSE
and
FOUR SENTENCE PATTERNS

INDEPENDENT CLAUSE has word order **S-V-O** Subject-Verb-Object
    S is required - can be noun or pronoun   (one or more words)
        To identify **S** ask: Who or what ?
    V is required - shows tense   (one or more words)
        To identify **V** ask: What action or what happened?
    O is not required   but when it is (one or more words)
        To identify **O** ask: To what? / For what? or To whom? / For whom?
INDEPENDENT CLAUSE expresses a complete thought,   makes
    sense standing alone,   INDEPENDENT CLAUSE = SENTENCE

DEPENDENT CLAUSE also has **S-V-O** or just **S-V** but it   does not
    express a complete thought. DEPENDENT CLAUSE $\neq$ SENTENCE
    It can be identified by DEPENDENT MARKER WORDS (24):
        after, although, as, as long as, as soon as, because, before,
        how, if, in order that, since, so that, that, unless, until,
        what, when, where, whether, which, while, who, whose, why.

FOUR SENTENCE PATTERNS - number and type of clauses   determines
    sentence pattern.
    1. SIMPLE one independent clause
    2. COMPOUND more than one independent clause
    3. COMPLEX one independent and at least one dependent clause
    4. COMPOUND-COMPLEX more than one independent clause
                and at least one dependent clause

1-text-1209

The purpose of this paper is to highlight the outcomes and recommendations of studies involving depression among individuals over the age of 55 in order to develop a 10-step practical guide for educators and practitioners who are recommending or implementing an exercise program to lower depression among the elderly. This paper also outlines the significant practical benefits that exercise has on depression. It is vital that those working with this population are aware of the current, best-practice exercise activities appropriate for older adults. Older adults should have access and receive programming that primarily focuses on improving the person's overall quality of life, not exclusively their physical health. Exercise is a proven, inexpensive, and effective method to obtain lowered perceived depression levels as well as increase self-efficacy for participants in other activities. [TF o99]

2-text-1209

At least as far back as Kenneth Bruffee's seminal work on collaborative learning, peer-led writing tutoring has been accepted as a mutually beneficial way to increase confidence and academic success for both the students being tutored and the peer tutors themselves. Multiple studies have shown benefits for mentored students, while more recently, research has shown that being a peer educator increases self-esteem and improves interpersonal communication, time management, and leadership and teaching skills. Not much has been written, however, on how peer tutors help each other improve their tutoring skills, even though many writing and tutoring centers have some peer aspect to training. This paper, focuses not on the relationships between writing fellows and their students, but rather on how a formalized peer mentoring structure within the program can help writing fellows deepen their understanding of both teaching and leadership.   [SWo34]

3-text-1209

Based on research from high school history classrooms, this study provides a model for teachers to conduct data-driven research on the effectiveness of different pedagogical techniques and suggests that student-centered strategies, such as classroom debate, are effective in raising achievement on standardized tests. The findings indicate that such activities are no less effective than traditional "drill and kill" type rote memorization activities, which are typically considered more efficient in helping students prepare for high stakes exams, and defends student-centered pedagogy through teacher-led research. Historical debate in the secondary classroom can serve as a kind of laboratory for students better to understand the "science" of making decisions.
 [SS o95]

4-text-1209

This manuscript informs educators about the importance of recognizing diversity and increasing mutual respect and acceptance of differences. Strategies to encourage mutual respect and acceptance are discussed. Also addressed in this manuscript are some reasons why respect and acceptance often do not occur and some tools to correct disrespect in the university classroom. [SS o72]

47

5-text-1209

This article examines the ways in which non-native English speakers in an English-medium, liberal arts university in [SW o76] creatively grapple with written assignments. Many colleges and universities in the world emphasize English proficiency as English is becoming an important international language in academia and business. At the same time, the courses taught in English for non- native students can provide opportunities for students to consider issues of nationality and self-expression as they strive for clearer and effective ways to articulate their opinions in a language other than their mother tongues. These courses, in other words, touch on two important objectives in higher education: firstly, to assist students gain information and skills to progress academically and secondly, to encourage the exploration of identity through the exchange of diverse opinions and complex global issues. [SW o76]

6-text-1209

The need for active learning strategies in pharmacy education may be greater than ever. With the growing number of pharmacy schools, class size, and increase in knowledge base in the medical field, students may require more effective instruction. The   [TF o24] has recommended that in order to foster student learning and to meet certain learning standards, instructors should consider using active learning strategies. The purpose of this study was to integrate different active learning strategies in 2 required courses to enhance student learning outcomes. The participants were second-year pharmacy students enrolled in a Microbiology and Immunology (fall) and an Infectious Diseases Pharmacotherapeutics (spring) course. Five active learning strategies were used in different class sessions: audience response systems, case-based learning, memory matrix, muddiest point, and Think-Pair-Share. Students were surveyed using approved survey designed by the authors. The survey addressed the level of engagement and helpfulness of each learning method and whether they would recommend its continued use in future courses. [TF o24]

7-text-1209

Contradictions between government policy and existing practice has been difficult for pre-service teachers who are told one thing in their university texts and lectures and often do not see the practices of inclusion represented in the "real" world. This is also a complex area of study as there are two distinct bodies of literature, reflecting differing philosophies, and this creates a tension. Much of the early intervention and special needs literature presents a remedial skills based model of withdrawal, training and exclusive assistance. The inclusive literature is more humanist in its approach and less prescriptive consequently providing less of a guide for the pre-service, or novice, teacher. Identifying differences in the literature and making informed choices about practice requires a sophisticated level of knowledge. This paper focuses on [JF175] pre-service teachers' experiences to discuss problems encountered when course content, expectations and practice are not complementary. [JF175]

8-text-1209

The purpose of this article is to design a guide for the use of video games in college-level broadcast journalism courses. Through the lens of the technology acceptance model, this article outlines literature concerning the benefits and barriers to using video games as learning tools, specifically in terms of a broadcast journalism classroom. Then, practical applications for video games in broadcast journalism courses are discussed. The aim of this article is to promote the use of video games in classrooms and to raise awareness of how video games should and should not be used in classrooms. [RS144]

48

9-text-1209

Diversity is increasing at the university level and active steps must be taken to encourage mutual respect and acceptance of difference in the university classroom. The purpose of this manuscript is to highlight issues pertaining to diversity as well as fostering mutual respect and acceptance of differences in the university classroom. Strategies to encourage respect and acceptance in the university classroom are viewed in detail. Examined in this manuscript are some types of diversity that likely occur in the university classroom including ethnic diversity and two forms of invisible diversity. Tools to combat disrespect are discussed relating to the university classroom as well as tools to preempt disrespect in the university classroom like knowing the names of your students and explicitly stating that intolerance and disrespect are not acceptable in the classroom. [SS o72]

10-text-1209

Starting by establishing the goals of the study, this paper turns then to review the relevant literature before discussing the data drawn from two high school classrooms on either side of the country. The analysis of results shows that students performed better on standardized test questions related to topics they had debated compared to those they had studied in traditional ways. The conclusions of this study advocate for classroom debate as an effective pedagogical technique and for teacher-led research as a key element of professional development and effective practice. [SS o95]

11-text-1209

While much has been written on the benefits of peer-led education for both students and peer educators, less attention has been paid to the peer role in pedagogical training. This article describes a mentoring program designed to encourage writing fellows to help each other develop as leaders and improve their tutoring skills. [SW o34]

12-text-1209

This article provides an overview of research conducted over the past 40 years that addressed the influence of exercise on depression among individuals over the age of 55. The research evaluated includes varying forms of exercise studies, as exercise testing in aging populations is limited by health status. A total of 25 studies were reviewed that measured depression, and more specifically, 18 were targeted toward the influence of exercise on depression in older adults within a scientific trial. Overall, this article suggests 10 key strategies to reduce or minimize depression in this age group when designing and implementing exercise programs. [TF o99]

Please handwrite on a separate sheet of paper.

PUNCTUATION MARKS (13)

1-ws-v-1209

Copy each section.   Write total number of periods, commas, colons, semicolons,
 hyphens, parentheses, brackets, ellipses, slashes, apostrophes, question marks,
quotation marks, exclamation marks. Write NA when not applicable, not available.

1-text-1209 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

2-text-1209 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

3-text-1209 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

4-text-1209 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

5-text-1209 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

6-text-1209 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

7-text-1209 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

8-text-1209 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

9-text-1209 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

10-text-1209 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

11-text-1209 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

12-text-1209 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

FUNCTION WORDS

Words that are not content words are called function words.
Function words explain or create grammatical or structural relationships
into which content words may fit such as clauses, sentences, paragraphs.
Here are three frequently used subsets of function words.

COORDINATING CONJUNCTIONS connect two equal words   (2 nouns,
    2 verbs, 2 modifiers) or 2 independent clauses. They include **(7)**
    and, but, or, so, yet, for, nor

SUBORDINATING CONJUNCTIONS connect grammatical elements
    such as dependent and independent clause. They include **(24)**
    after, although, as, as long as,   as soon as, because, before,
    how, in order that, if, since, so that,   that, unless, until, what,
    when, where, whether, which, while, who, whose, why.

CORRELATIVE CONJUNCTIONS are coordinating conjunctions that
    work in pairs to connect elements in a sentence. They include **(7)**
    although...yet, both...and, either...or,   neither...nor,
    not...but,   not only...but also,   whether...or.

Note, multiple names for the same grammatical concept, entity:
Content Words are also known as lexical, autosemantic, open class words.
Function Words are also known as structure, grammatical, closed class,
empty words.   Conjunctions are also known as transition words.

2-ws-v-1209

Copy all function words into three groups, **7, 24, 7.** Write number
of different function words at the end of each group.

1-text-1209 **7** _____ **( )**
                      24 _____**( )**
                       7 _____**( )**

2-text-1209 **7** _____ **( )**
                      24 _____**( )**
                       7 _____**( )**

3-text-1209 **7** _____ **( )**
                      24 _____**( )**
                       7 _____**( )**

4-text-1209 **7** _____ **( )**
                      24 _____**( )**
                       7 _____**( )**

5-text-1209 **7** _____ **( )**
                      24 _____**( )**
                       7 _____**( )**

6-text-1209 **7** _____ **( )**
                      24 _____**( )**
                       7 _____**( )**

7-text-1209   7 _____ ( )
                24 _____ ( )
                 7 _____ ( )

8-text-1209   7 _____ ( )
                24 _____ ( )
                 7 _____ ( )

9-text-1209   7 _____ ( )
                24 _____ ( )
                 7 _____ ( )

10-text-1209   7 _____ ( )
                24 _____ ( )
                 7 _____ ( )

11-text-1209   7 _____ ( )
                24 _____ ( )
                 7 _____ ( )

12-text-1209   7 _____ ( )
                24 _____ ( )
                 7 _____ ( )

Have you created two glossaries of words used in WAAE-W?

TEXT GLOSSARY - words and phrases used in the text, from
        Academic Exchange Quarterly.
WORKBOOK GLOSSARY - remaining words and phrases such as
        explanations, instructions and exercises…
The following steps are the same for each glossary:
        First, copy words and phrases into two different files in MS
                Word DOC
        Second, arrange alphabetically in a column
        Third, add square brackets [ ] to the right of each word, phrase
        Next, inside square brackets [ ] keep tally of how many times
                it has appeared in units 1, 2… 7…11, 12…19…23, 24
        Then , to the right of [ ] start writing your simple definition in English.
        Finally, if you know, identify part of speech.
            Otherwise leave it blank until you are ready to complete it.
          EXAMPLE
          Education [7] noun - instruction at a school
           Increasing [1] gerund - getting bigger or expanding

WHICH IS WHICH
ABSTRACT vs INTRODUCTION

Here are four visual elements that may offer clue whether text, section, is abstract or introduction. The assumption is that each section has approximately the same number of words.

In the selection below, text is INTRODUCTION when it has:
1) more independent clauses than abstract
2) more different punctuation marks than abstract
3) NOT more different content words than abstract
4) more different function words than abstract

36 common function words:

a, an, and, as, at, between, but, can, do, for, have, he, in, is, it, may, more, much, need, no, not, of, on, one, or, our, that, the, they, to, was, we, when, while, with, without.

Notice, the above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

3-ws-v-1209

Here are two sections. Analyze each section text in light of the above listed four elements. YES answer gives credit to introduction. When there is a tie, two credits each, try to analyze again. Otherwise, answer these two questions.
  (1) Is first-person pronoun (I or We) used in text?
  (2) Is future tense used in text?
  YES answer confirms section to be introduction.
    When finished, circle your answer.

ABSTRACT / INTRODUCTION

Starting by establishing the goals of the study, this paper turns then to review the relevant literature before discussing the data drawn from two high school classrooms on either side of the country. The analysis of results shows that students performed better on standardized test questions related to topics they had debated compared to those they had studied in traditional ways. The conclusions of this study advocate for classroom debate as an effective pedagogical technique and for teacher-led research as a key element of professional development and effective practice.   [SS o95]

ABSTRACT / INTRODUCTION

This article provides an overview of research conducted over the past 40 years that addressed the influence of exercise on depression among individuals over the age of 55. The research evaluated includes varying forms of exercise studies, as exercise testing in aging populations is limited by health status. A total of 25 studies were reviewed that measured depression, and more specifically, 18 were targeted toward the influence of exercise on depression in older adults within a scientific trial. Overall, this article suggests 10 key strategies to reduce or minimize depression in this age group when designing and implementing exercise programs. [TF o99]

53

WS PRACTICE
SIMPLE SENTENCE
word order   Subject - Verb - Object   (SVO)
The first two, SV, are required. The last one, O, is not.
To identify the first two, SV, look for a verb between subject part
(Who? or What?) and predicate part (What action? or What happened?).

S   (noun or pronoun)   V   (verb)
one or more words   one or more words
_____ VERB _____

SUBJECT PART (SP)   PREDICATE PART (PP)
(words to the left of verb)   (words to the right of verb)

1-ws-p-1209

Here are five sentences. Divide each sentence into SP and PP.

EXAMPLE

> The use of computers and technology has drastically changed how
> students learn.   [SH 116]
>   (SP) The use of computers and technology   VERB - has
>   (PP) has drastically changed how students learn.

1) Then the benefits of student-teacher interactions in which students learn
     about grading are described.   [SH 134]
     (SP) _____   VERB _____
     (PP) _____

2) Students in the iPad section did not prefer to use apps as an information
     source more than students in the non-iPad section. [SS 113]
     (SP) _____   VERB _____
     (PP) _____

3) Discussion of the merits of these strategies is illustrated through two
      perspectives. [RH 130]
     (SP) _____   VERB _____
     (PP) _____

4)   Most obviously, post-industrial firms are ones that increasingly engage
      in activities that do not require a heavily industrial infrastructure. [JF113]
     (SP) _____   VERB _____
     (PP) _____

5) The placement of new college students into foreign language courses
     in an effective and efficient manner is one of the primary challenges
     faced   by large-scale university foreign language programs.   [LF151]
     (SP) _____   VERB _____
     (PP) _____

FUNCTION WORDS (22 and 24)
help to identify
INDEPENDENT and DEPENDENT CLAUSE

22 - INDEPENDENT MARKER WORDS (IMW): also, finally, first, furthermore,
    hence, however, in conclusion, indeed, instead, likewise, moreover,
    nevertheless, next, now, second, similarly, so, still, then, therefore, third, thus.

24 - DEPENDENT MARKER WORDS (DMW): after, although,   as, as long as,
    as soon as, because, before, how, in order that, if, since, so that,   that, unless,
    until, what, when, where, whether,   which, while, who, whose, why.

INDEPENDENT CLAUSE uses IMW and semicolon:
    1- IMW at the beginning of a   sentence

    IMW _____ .

    2- when the second clause has IMW, a semicolon before IMW

    _____ ; IMW _____ .

DEPENDENT CLAUSE uses   DMW and comma
    3- DMW at the beginning, a comma before the second

    DMW _____ , _____ .

    4- when the second clause has DMW,   there is no comma.

    _____ DMW _____ .

2-ws-p-1209

In   each section find one   sentence that has IMW or DMW.   Write "0" if none
available.   Then copy 1 of 4 diagrams representing sentence. Finally write out
the sentence.

                                                             EXAMPLE

> **1-text-1101** [JFoo7]
>
> North American colleges and universities are increasing their use of online education. While
> there is a large volume of literature on the reasons for administrators' offering online education,
> there is less written on why students take such courses. In this paper, using a sample of 101
> graduate business school students, we examine the factors associated with the adoption of
> online education by students. Implications for administrators are discussed. [JFoo7]
>
> DMW _____ , _____ .
>
> While there is a large volume of literature on the reasons for administrators' offering
> online education, there is less written on why students take such courses.

1-text-1209   Then copy 1 of 4 _____
                    Finally write out sentence _____
                    _____

2-text-1209   Then copy 1 of 4 _____
                Finally write out sentence _____
                _____

3-text-1209   Then copy 1 of 4 _____
                Finally write out sentence _____
                _____

4-text-1209   Then copy 1 of 4 _____
                Finally write out sentence _____
                _____

5-text-1209   Then copy 1 of 4 _____
                Finally write out sentence _____
                _____

6-text-1209   Then copy 1 of 4 _____
                Finally write out sentence _____
                _____

7-text-1209   Then copy 1 of 4 _____
                Finally write out sentence _____
                _____

8-text-1209   Then copy 1 of 4 _____
                Finally write out sentence _____
                _____

9-text-1209   Then copy 1 of 4 _____
                Finally write out sentence _____
                _____

10-text-1209   Then copy 1 of 4 _____
                Finally write out sentence _____
                _____

11-text-1209   Then copy 1 of 4 _____
                Finally write out sentence _____
                _____

12-text-1209   Then copy 1 of 4 _____
                Finally write out sentence _____
                _____

Please handwrite on a separate sheet of paper.

PUNCTUATION WITHIN A SENTENCE

SENTENCE has word order   Subject - Verb - Object   (S-V-O)
  1- begins with capital letter
  2- ends with punctuation - period is most common
  3- may have other punctuations inside such as **comma, semicolon, colon.**

   Comma is used:
     1- between words on a list
        word**,** word**,** word _____
     2- after or before extra phrase at the start or end of sentence
        After at the start**,** _____
        _____ **,**before at the end
     3- around extra phrase within sentence
        _____ **,** around extra phrase**,** _____
   Semicolon is used:
     4- to join two closely linked INDEPENDENT CLAUSES

        _____ independent clause **;** independent clause _____
     5- to separate lists of words or phrases

        ___ word, word, word **;** phrase, phrase, phrase _____
   Colon is used:
     6- before listing words or phrases
        _____ **:** before listing word _____
     7- often instead of semicolon between INDEPENDENT CLAUSES
        ___ word, word, word **;** phrase, phrase, phrase _____

3-ws-p-1209

For each section write number of sentences; and number of commas, semicolons, colons in each sentence. When section has more than two sentences (1st and 2nd) add additional entries (3rd, 4th, 5th).

1-text-1209 _____ number of sentences
        1st sentence: __commas __ semicolons __ colons
        2nd sentence: __commas __ semicolons __ colons
2-text-1209 _____ number of sentences
        1st sentence: __commas __ semicolons __ colons
        2nd sentence: __commas __ semicolons __ colons
3-text-1209 _____ number of sentences
        1st sentence: __commas __ semicolons __ colons
        2nd sentence: __commas __ semicolons __ colons
4-text-1209 _____ number of sentences
        1st sentence: __commas __ semicolons __ colons
        2nd sentence: __commas __ semicolons __ colons
5-text-1209 _____ number of sentences
        1st sentence: __commas __ semicolons __ colons
        2nd sentence: __commas __ semicolons __ colons
6-text-1209 _____ number of sentences
        1st sentence: __commas __ semicolons __ colons
        2nd sentence: __commas __ semicolons __ colons

7-text-1209   _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

8-text-1209   _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

9-text-1209   _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

10-text-1209   _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

11-text-1209   _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

12-text-1209   _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

PRONOUNS

THEY acts as the subject; used
-- to replace nouns that are   the subject of a clause
-- often used to avoid   repetition of the subject's name.
THEM   acts   as the object; used to replace nouns that are
the direct or indirect object of a clause

4-ws-p-1209

Here are five sentences.   Fill in the blank with THEY or THEM -   subject or object. Then underline the subject of a clause.

(1) The interplay of dialogue, critical inquiry, and surprises presents the opportunity for students to experience how _____ can shape and redefine their roles in society, and as importantly, how society can change as a result of their involvement. [IS081]

(2) Others, however, argue that focusing on such controversial topics will distract students from the traditional goals of the course and sway _____ unwittingly toward the political ideologies of teachers or more articulate members of the class.   [JF100]

(3) Teachers who write are even more effective in this instructional role because _____ actively reflect on their writing experiences and processes.   [IS005]

(4) The post-course survey contained an additional section that asked the participants to rate how much _____ felt their perceptions had changed and what they felt had contributed to that change.   [JF182]

(5) Often, students are reluctant to take basic motivation theories seriously, because students perceive _____ as "unrealistic." [JF 271]

58

WS TEST YOURSELF

SENTENCE STRUCTURE

Depending on the number and type of clauses, sentences can be classified as
SIMPLE one independent clause
COMPOUND more than one independent clauses
COMPLEX one independent clause and at least one dependent
COMPOUND-COMPLEX combination of two complex

1-ws-t-1209

Copy the entire section.   Start every sentence in a new line. Add lines if more than
 two sentences. At the end of the sentence, identify structure with two-letter (ID):
SIMPLE (SI)   COMPOUND (CO),   COMPLEX (CX),   COMPOUND-COMPLEX (CC).
Write (UN) unable to complete it - do not understand.

1-text-1209   _____ ( )
_____ ( )

2-text-1209   _____ ( )
_____ ( )

3-text-1209   _____ ( )
_____ ( )

4-text-1209   _____ ( )
_____ ( )

5-text-1209   _____ ( )
_____ ( )

6-text-1209   _____ ( )
_____ ( )

7-text-1209   _____ ( )
_____ ( )

8-text-1209   _____ ( )
_____ ( )

9-text-1209   _____ ( )
_____ ( )

10-text-1209   _____ ( )
_____ ( )

11-text-1209   _____ ( )
_____ ( )

12-text-1209   _____ ( )
_____ ( )

59

VERB FORMS
TO BE, TO DO, TO HAVE

TO BE am, are, is, was, were
TO DO   do, does, did, done
TO HAVE have, has, had

2-ws-t-1209

Here are five sentences: a-b-c-d-e.
Choose the correct verb form for each   sentence.

a) Most college students from the behavioral and social sciences
_____ required to enroll in at least one statistics course. [IS319

b) Financial support _____ provided to those who entered college after
completing the program.   [IS169]

c) The paper _____ two parts. [JF198]

d) A democratic society _____ fundamentally dependent upon
an educated and activated citizenry. [IS331]

e) The students participating in the compressed video learning environment
_____ a higher achievement based on average, than students involved
in   the traditional setting. [JFo31]

Please write on a separate sheet of paper.

Handwriting helps to remember words, phrases and content.

USEFUL PHRASES
for a first sentence in the stand-alone paragraph.
TOPIC SENTENCE
ought to be related to the subject at hand, the controlling idea

`3-ws-t-1209` Here are six phrases and five partial sentences.
This paper proposes _____
The present article _____
This article presents the _____
This paper introduces _____
This article documents and ____
This paper provides a _____

Choose correct phrases to complete five sentences below. You may add or delete a function word while completing. One extra phrase, has no sentence match. Write NA when not able to complete it.

-1-
_____ methods and findings of a classroom study in motor development that tested the robustness of service learning. [IS125]

-2-
_____ a research study to investigate the effects of two visual training methods on the productivity of new workers on an assembly line at a wood products plant. [IS215]

-3-
_____ discussion of considerations upon which instructors must reflect in order to address students' needs. [IS319]

-4-
_____ a team-based approach to service. [IS331]

-5-
_____ identifies the process of implementing service- learning methods in beginning teachers' classrooms. [IS091]

Please handwrite on a separate sheet of paper.

USEFUL PHRASES
for a sentence in the stand-alone paragraph
FINAL THOUGHT
indicates what the text is about or demonstrates its benefit to the reader

4-ws-t-1209 Here are 10 phrases. The function word (FW) at the end may
be deleted or replaced. Also may change singular/plural format as in
#1 & 2; or replace a content word e.g. decide on one of 4 available, #3.

1-Lastly, concluding comments are proffered and (then) _____
2-Lastly, a concluding comment is proffered and (then) _____
3-The (article, paper, research, study) concludes (by) _____
4-The paper ends with practical suggestion (to) _____
5-This study is important in terms (of) _____
6-The results of this study may assist _____
7-The conclusions of this study advocate (for) _____
8 -Findings may be used (to) _____
9 -The data from this study demonstrates (how) _____
10-The data demonstrates the importance (of) _____

Compose FINAL THOUGHT to a text selected by you from from Chapter 1, Unit 1. Start the
sentence with a phrase from 10 listed above. End it using content and function words.

EXAMPLE

1st -- Copy abstract that you are familiar with   [JF133]

Most college campuses have writing centers, where students can get help from
professional and peer tutors with their writing skills. When students need research
help, they can get help from librarians. But wouldn't it be great if writing centers
and libraries could collaborate and combine the benefits of peer tutoring with
research assistance? This article presents one collaborative approach to
combining a writing center's peer tutoring program with a library's research
assistance program.

2nd -- Select 4-9 key content and function words from abstract: writing,
writing, centers, get, help, students, need, libraries, research, assistance

3rd -- While selecting a phrase from 10 **listed, zero in on key words**
e.g. students need help. **There are three phrases** # (4, 6, 7)
fitting content words such as suggestion, assist, advocate.

4th -- After further elimination, plural and word choice, decided on
#4 The paper ends with practical suggestion to _____

5th -- FINAL THOUGHT The paper ends with practical suggestion to get
research help to students.

6th -- Notice, often there may be more than one correct answer, FINAL THOUGHT.

1st -- Abstract ID # _____ and text _____

_____
_____

3rd -- Phrase # _____ and wording _____

5th -- FINAL THOUGHT _____

_____

WHICH IS WHICH
ABSTRACT given, find INTRODUCTION
Use ABSTRACT content words to find matching text, INTRODUCTION
Content words have meaning.
Content words express key ideas in a sentence.
Content words are nouns, verbs, adjectives, adverbs.

5-ws-t-1209
The assumption is that abstract and introduction have common content words.
First write out at least five content words from given abstract.
Then search the following four sections (3, 5, 7, 9) for matching content
words. Often three matches are enough to make a decision. If not sure.
try again by adding couple more content words (verbs, adjectives).

EXAMPLE

First write out five content words.   Then search four sections for matches.

impact   conversation   partner   ESL   teacher   cultures

ABSTRACT
This article investigates the impact of a conversation partner project in which pre-service ESL (English as a Second Language) teachers were required to work with ELLs (English Language Learners) as conversation partners. Data gathered from journal entries show that the conversation partner project helped pre-service teachers better appreciate other cultures, understand ELLs, and practice their teaching skills.   [RHo44]

INTRODUCTION
The present article reports on the impact of a conversation partner project in which pre-service ESL teachers met with international students whose native language was other than English. The article is organized as followings: first, putting forward a rationale calling for more contact between ELLs and pre-service ESL teachers; second, introducing the participants and the project; third, showing the results; and finally, there are discussions and recommendations for ESL teacher preparation programs.

_____   _____   _____   _____   _____

ABSTRACT
Internationally, the concept of "inclusion" has been much promoted [JF175]
and there is a growing conversation amongst educators in Australia about how
best to provide for children with differing developmental abilities and needs in
our care and education institutions. A major part of this debate is the training
needs of teachers who will work with these children and their families. The
present paper addresses some of the tensions that exist among training,
divisions within the literature and practical experience by analyzing pre-service
teachers' assignments that were collected during a semester course on inclusive
practices. [JF175]

INTRODUCTION
_____
_____

WS CONTROLLED and GUIDED WRITING

TITLE and SUBTITLE

1-ws-c-1209 Write title and subtitle, any length, to five indicated abstracts. Find text by number in the beginning of this unit.

3-text-1209 _____
_____

4-text-1209 _____
_____

8-text-1209 _____
_____

11-text-1209 _____
_____

12-text-1209 _____
_____

2-ws-c-1209 Combine words from title and subtitle into one sentence: simple (SI), compound (CD) or complex (CX). Identify the sentence with two letter (ID).

3-text-1209 _____ ( )

4-text-1209 _____ ( )

8-text-1209 _____ ( )

11-text-1209 _____ ( )

12-text-1209 _____ ( )

Please handwrite on a separate sheet of paper.

UNSCRAMBLE SENTENCE
(phrases or words)

Remember every sentence **begins** with capital letter and **ends** with punctuation - period is the most common. Keeping in mind sentence structure, S-V-O, look for sentence SUBJECT PART and PREDICATE PART separated by **main verb.**

Here are five scrambled sentences. The first three are scrambled sentence phrases (marked phrases). The last two are scrambled sentence words (marked words). Sentences come from Chapter 1, Unit 1.

EXAMPLE

<div style="border:1px solid black; padding:10px;">

(10 words and 1 phrases)

elements   <u>library</u>   <u>marketing</u>   <u>number</u>   of a
<u>of</u>   <u>public</u>   <u>paper</u>   <u>plans.</u>   <u>reviews</u>   <u>This</u>
    This   **reviews**   **plans.**

1st try FAILED because two are left: "elements" & "of a"
    This <u>public</u> <u>library</u> **reviews** <u>number</u> <u>of</u> <u>paper</u>
    <u>marketing</u> **plans.**
2nd try SUCCESSFUL
   This paper **reviews** elements of a number of public library marketing **plans.**

</div>

3-ws-c-1209   Unscramble

1 - (8 phrases)   Most college   writing centers,   where students
    can get   campuses have   help from   peer tutors.
    professional and

_____

2 - (7 phrases)   The mass   and circumscribe   media saturate our
    the cultural   our era.   environment of   daily lives

_____

3 - (7 phrases)   was conducted   with university students
    enrolled in an   this question.   A survey
    introductory ESL   course to answer

_____

4 - (7 words)   This   reviews   on   paper
    network-based   research   instruction.

_____

5 - (9 words)   made   future   in   areas.
    are   for   research   these   Suggestions

_____

65

STAND-ALONE-PARAGRAPH

BASIC paragraph of 6 sentences (5+1). Use the 6th sentence in any of the 3 parts.
DIVIDED into 3 parts
  (1) TOPIC SENTENCE - introduction, focus sentence, (1 or 2 sentences) indicates what the text is about
  (2) BODY - details, explains (3 or 4 sentences)
  (3) FINAL THOUGHT - conclusion (1 or 2 sentences) reiterates what the text is about or demonstrates its benefit to the reader
ADDRESSING one subject, one thesis the paragraph is going to deal with

4-ws-c-1209

Use the two sections below, article's abstract and introduction, to describe in one paragraph what the article is about? After you identify which section is abstract and which introduction:
(1) Start writing the first sentence to stand-alone-paragraph by using one of six phrases from step TOPIC SENTENCE - USEFUL PHRASES
(2) For the BODY, besides content words, use function words from article's introduction. To detail discussed subject, use coordinating conjunctions (and, but, or, so, yet, for, nor).
(3) End paragraph with phrase selected from ten available in step FINAL THOUGHT - USEFUL PHRASES. Be sure to complete selected phrase.

_____
_____
_____

IDENTIFY ABSTRACT / INTRODUCTION

Contradictions between government policy and existing practice has been difficult for pre-service teachers who are told one thing in their university texts and lectures and often do not see the practices of inclusion represented in the "real" world. This is also a complex area of study as there are two distinct bodies of literature, reflecting differing philosophies, and this creates a tension. Much of the early intervention and special needs literature presents a remedial skills based model of withdrawal, training and exclusive assistance. The inclusive literature is more humanist in its approach and less prescriptive consequently providing less of a guide for the pre-service, or novice, teacher. Identifying differences in the literature and making informed choices about practice requires a sophisticated level of knowledge. This paper focuses on [JF175] pre-service teachers' experiences to discuss problems encountered when course content, expectations and practice are not complementary. [JF175]

IDENTIFY ABSTRACT / INTRODUCTION

Internationally, the concept of "inclusion" has been much promoted [JF175] and there is a growing conversation amongst educators in Australia about how best to provide for children with differing developmental abilities and needs in our care and education institutions. A major part of this debate is the training needs of teachers who will work with these children and their families. The present paper addresses some of the tensions that exist among training, divisions within the literature and practical experience by analyzing pre-service teachers' assignments that were collected during a semester course on inclusive practices. [JF175]

Know the Basics

INDEPENDENT and DEPENDENT CLAUSE
and
FOUR SENTENCE PATTERNS

INDEPENDENT CLAUSE has word order **S-V-O** Subject-Verb-Object
    S is required - can be noun or pronoun   (one or more words)
        To identify **S** ask: Who or what ?
    V is required - shows tense   (one or more words)
        To identify **V** ask: What action or what happened?
    O is not required   but when it is (one or more words)
        To identify **O** ask: To what? / For what? or To whom? / For whom?
INDEPENDENT CLAUSE expresses a complete thought,   makes
    sense standing alone,   INDEPENDENT CLAUSE = SENTENCE

DEPENDENT CLAUSE also has **S-V-O** or just **S-V** but it   does not
    express a complete thought. DEPENDENT CLAUSE ≠ SENTENCE
    It can be identified by   DEPENDENT MARKER WORDS (24):
        after, although, as, as long as, as soon as, because, before,
        how, if, in order that, since, so that, that, unless, until,
        what, when, where, whether, which, while, who, whose, why.

FOUR SENTENCE PATTERNS - number and type of clauses   determines
    sentence pattern.
    1. SIMPLE one independent clause
    2. COMPOUND more than one independent clause
    3. COMPLEX one independent and at least one dependent clause
    4. COMPOUND-COMPLEX more than one independent clause
                and at least one dependent clause

1-text-1210

The purpose of this paper was to report the how an emphasis on instruction in science classrooms can benefit the critical thinking abilities of 5th and 6th grade students who are considered low-achievers. The paper outlines some of the research regarding student achievement in science education, critical thinking, and the use of an argument-based inquiry intervention to teaching science. Support was given for the described intervention as a means to teach science concepts and improving critical thinking skills when using various group comparisons. Lastly, concluding comments were proffered.   [TFo77]

2-text-1210

Educators and curricula in health care professions place a great deal of emphasis on experiential learning and supervised practice. However, many experiences come later in academic programs, if not during graduate education. Service- learning provides a unique mechanism for enhancing student experiences, while contributing to their foundational knowledge and skills at an earlier point in their academic plan of study. The interface of learning and application may solidify the acquisition of knowledge and professional practice skills. Thus, service-learning may offer an efficient way to achieve accreditation competencies in health-related curricula, and better prepare health practitioners. The purpose of this paper is to present the knowledge, perceptions, and skills reported by undergraduate and graduate students following a service learning project integrated into dietetics curricula. The results presented here support the development of appropriate and meaningful service-learning experiences at an earlier point in the student's academic career, and continued exposure thereafter.   [TF o41]

3-text-1210

A biology assignment addressed the tensions between evolutionary biology and college students' personal belief systems. Students analyzed a controversial societal topic within the context of evolutionary biology, using articles from an 'Opposing Viewpoints' database as well as their own opinions on the subject. Although the students demonstrated proficiency in understanding and explicating evolutionary theory, they resisted the factual application and implications of the theory. Nevertheless, this assignment shows potential for advancing student acceptance on this controversial issue.   [SS o67]

4-text-1210

This article discusses the following: pedagogical implications of teaching about microaggressions in a Master of Social Work program, overview of microaggressions and the detrimental effects microaggressions may have on people of color. Further, this article discusses how people of color can be harmed by racial microaggressions by the people whom they expect to provide them with the help they need. Finally, people of color can be harmed in the name of helping and this is a phenomenon that is not often noticed. Throughout this article the term mental health worker is used interchangeably with social worker and psychologist as they both provide mental health services.   [SS o45]

5-text-1210

Elementary science programs have undergone many changes throughout the past two decades. The nature of the science curriculum and the methodology associated with teaching the science curriculum has also experienced many changes. Traditionally, teachers have implemented basic teacher-directed methods to ensure the development of thorough concept development. Through the years the publications, Inquiry and the National Science Education Standards: A Guide for Teaching and Learning (2000), the Atlas of Science Literacy (2008), and the Next Generation Science Standards (2013) have been a strong influence in the shift of science teaching from teacher-directed methods to a problem- solving inquiry teaching approach in which students are more actively involved with the direction and construction of their own knowledge based on the use of problem solving and hands-on experiences. The basic purposes of inquiry strategies involve children using manipulative materials to aid them in their development, discovery, and understanding of scientific concepts. This study is interested in uncovering K-5 teachers' beliefs about the function and uses of the inquiry teaching method in their elementary classrooms. [TF 124]

6-text-1210

The purpose of this paper is to examine a particular experiential learning model for teaching international business. To accomplish this task the paper is divided as follows: first, the institutional framework for developing the experiential learning model in international business is described; then, an example of a recent project relating to the internationalization of a small and medium sized high-technology company is given as an example. The paper ends with practical suggestion to business school for implementing these types of projects. [JFo23]

7-text-1210

Many recent textbooks for college writing courses evidence a concern with visual literacy, a trend reflecting efforts in the field of Composition and Rhetoric to rethink pedagogy in light of new technology and multimedia. Advertising images have long served writing courses for analytical practice, but the new breed of textbooks on the market invites students to become critical readers of myriad visual elements of contemporary American culture. Texts such as Robert Atwan's Convergences or Donald and Christine McQuade's Seeing and Writing, for example, are high-production, visually appealing books, their glossy pages replete with images that encourage students to engage actively in decoding the meaning of visual texts. I first used Seeing and Writing a few years ago for my advanced composition class, a first-year course for honors students and English majors, and I was immediately struck by the students' positive response to it. In particular, they liked the "memorable moment" assignment, which asked them to respond to a public image that defined their generation or that spoke to them personally in some significant way. In light of such feedback, I chose to use the text again, feeling confirmed in my belief that visual literacy, particularly media literacy, is an important goal in the contemporary writing course. [IS060]

8-text-1210

White mental health workers who provide services to vulnerable clients of color need to be cognizant that they could be harming the clients they are intending to help. Racial microaggressions are a form of harm that is a common experience for clients of color when they receive services from white mental health workers. Racial microaggressions can be either intentional or unintentional. Regardless of intent, the effect on the client of color is adverse. This article discusses the implications of racial microaggressions in social work practice. [SS o45]

69

9-text-1210

As society relies more and more on nonprofit organizations to provide critical services and advocate for public policy, leaders in the nonprofit sectors are concerned about enhancing organizational effectiveness. Many believe that investment in organizational capacity is the main avenue to improve organizational effectiveness. As part of their strategies to enhance their capacity, organizations collaborate with one another as well as with universities. Service learning is a program that seeks to promote student learning through experience associated with service in the community. Service learning also gives the community the opportunity to address its needs through the service learning courses. This paper explores the history and characteristics of service learning at two universities, [LF132] and [LF132], and presents service learning as one way for the community and institutions of higher education to engage in capacity building. This paper is a critical reflection on field experience not a systematic scientific inquiry. Conversations with faculty and service learning coordinators provided information to the paper. [LF132]

10-text-1210

In this paper we describe a writing assignment that explicitly addresses, and makes an effort to ameliorate, the disconnection between evolutionary theory and student beliefs among urban community college students taking a general biology class. Each student was asked to analyze a controversial topic of societal concern within the context of evolutionary biology, using articles from an 'Opposing Viewpoints' database and his or her own opinions on the subject.
Although the results of this assignment, described below, indicate how difficult it is to effect change in belief systems, we are convinced that repeated assignments of this type, in the same class as well as within a course sequence, can encourage student self-reflection on the subject of evolutionary biology, and can be pedagogically fruitful. We used this assignment in a Biology class for science majors, but it can be adapted to classes for non-science majors, as well as in advanced biology classes where sociological and psychological aspects can be integrated. Indeed, this assignment could be used in any academic setting where the aim is to foster critical analysis of societal issues based on scientific facts. [SS o67]

11-text-1210

Service-learning was integrated into a dietetics program. The noted differences between undergraduate and graduate experiences suggest that inclusion of these projects from early in the students' academic career may help them transition through various levels of knowledge acquisition and connect course concepts across the larger curriculum, thus being better equipped for practical experiences later in professional training. Service-learning offers a creative approach to achieve discipline-specific competencies, develop professional skills, benefit the community, and explore career possibilities. [TF o41]

12-text-1210

The ability to identify, clarify, judge, and analyze information has become an essential commodity for students to be involved in an ever expanding global economy. For students considered low achieving, critical thinking skills are areas of deficiency. The current study examines the use of an argument-based inquiry approach to science, called the Science Writing Heuristic (SWH), on critical thinking skills. Data suggest that the SWH may contribute to improvements in critical thinking skills for low achieving students. [TF o77]

WS VISUAL RECOGNITION
PUNCTUATION MARKS (13)

1-ws-v-1210
Copy each section.   Write total number of periods, commas, colons, semicolons, hyphens, parentheses, brackets, ellipses, slashes, apostrophes, question marks, quotation marks, exclamation marks. Write NA when not applicable, not available.

1-text-1210 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

2-text-1210 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

3-text-1210 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

4-text-1210 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

5-text-1210 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

6-text-1210 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

7-text-1210 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

8-text-1210 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

9-text-1210 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

10-text-1210 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

11-text-1210 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

12-text-1210 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

71

FUNCTION WORDS

Words that are not content words are called function words.
Function words explain or create grammatical or structural relationships into which content words may fit such as clauses, sentences, paragraphs.
Here are three frequently used subsets of function words.

COORDINATING CONJUNCTIONS connect two equal words (2 nouns, 2 verbs, 2 modifiers) or 2 independent clauses. They include **(7)**

    and, but, or, so, yet, for, nor

SUBORDINATING CONJUNCTIONS connect grammatical elements such as dependent and independent clause. They include **(24)**
    after, although, as, as long as, as soon as, because, before, how, in order that, if, since, so that, that, unless, until, what, when, where, whether, which, while, who, whose, why.

CORRELATIVE CONJUNCTIONS are coordinating conjunctions that

    work in pairs to connect elements in a sentence. They include **(7)**
    although...yet, both...and, either...or, neither...nor, not...but, not only...but also, whether...or.

Note, multiple names for the same grammatical concept, entity:
Content Words are also known as lexical, autosemantic, open class words.
Function Words are also known as structure, grammatical, closed class, empty words. Conjunctions are also known as transition words.

2-ws-v-1210

Copy all function words into three groups, **7, 24, 7.** Write number of different function words at the end of each group.

1-text-1210
7 _____ ( )
24 _____ ( )
7 _____ ( )

2-text-1210
7 _____ ( )
24 _____ ( )
7 _____ ( )

3-text-1210
7 _____ ( )
24 _____ ( )
7 _____ ( )

4-text-1210
7 _____ ( )
24 _____ ( )
7 _____ ( )

5-text-1210
7 _____ ( )
24 _____ ( )
7 _____ ( )

72

6-text-1210   7 _____ ( )
     24 _____( )
      7 _____( )

7-text-1210   7 _____ ( )
     24 _____( )
      7 _____( )

8-text-1210   7 _____ ( )
     24 _____( )
      7 _____( )

9-text-1210   7 _____ ( )
     24 _____( )
      7 _____( )

10-text-1210   7 _____ ( )
     24 _____( )
      7 _____( )

11-text-1210   7 _____ ( )
     24 _____( )
      7 _____( )

12-text-1210   7 _____ ( )
     24 _____( )
      7 _____( )

Have you created two glossaries of words used in WAAE-W?

TEXT GLOSSARY - words and phrases used in the text, from
    Academic Exchange Quarterly.
WORKBOOK GLOSSARY - remaining words and phrases such as
    explanations, instructions and exercises…
The following steps are the same for each glossary:
    First, copy words and phrases into two different files in MS
        Word DOC
    Second, arrange alphabetically in a column
    Third, add square brackets [ ] to the right of each word, phrase
    Next, inside square brackets [ ] keep tally of how many times
        it has appeared in units 1, 2… 7…11, 12…19…23, 24
    Then , to the right of [ ] start writing your simple definition in English.
    Finally, if you know, identify part of speech.
        Otherwise leave it blank until you are ready to complete it.
      EXAMPLE
      Education [7] noun - instruction at a school
       Increasing [1] gerund - getting bigger or expanding

73

WHICH IS WHICH
ABSTRACT vs INTRODUCTION

Here are four visual elements that may offer clue whether text, section, is abstract or introduction.   The assumption is that each section has approximately the same number of words.

In the selection below, text is INTRODUCTION when it has:
1) more independent clauses than abstract
2) more different punctuation marks than abstract
3) NOT more different content words than abstract
4) more different function words than abstract

36 common function words:
a, an, and, as, at, between, but, can, do, for, have, he, in, is, it, may, more, much, need, no, not, of, on, one, or, our, that, the, they, to, was, we, when, while, with, without.

Notice, the above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

3-ws-v-1210

Here are two sections. Analyze each section text in light of the above listed four elements. YES answer gives credit to introduction. When there is a tie, two credits each, try to analyze again. Otherwise, answer these two questions.
   (1) Is first-person pronoun (I or We) used in text?
   (2) Is future tense used in text?
       YES answer confirms section to be introduction.
       When finished, circle your answer.

ABSTRACT / INTRODUCTION

White mental health workers who provide services to vulnerable clients of color need to be cognizant that they could be harming the clients they are intending to help. Racial microaggressions are a form of harm that is a common experience for clients of color when they receive services from white mental health workers. Racial microaggressions can be either intentional or unintentional. Regardless of intent, the effect on the client of color is adverse. This article discusses the implications of racial microaggressions in social work practice. [SS o45]

ABSTRACT / INTRODUCTION

The purpose of this paper is to examine a particular experiential learning model for teaching international business. To accomplish this task the paper is divided as follows: first, the institutional framework for developing the experiential learning model in international business is described; then, an example of a recent project relating to the internationalization of a small and medium sized high-technology company is given as an example. The paper ends with practical suggestion to business school for implementing these types of projects. [JFo23]

SIMPLE   SENTENCE
word order   Subject - Verb - Object   (SVO)
The first two, SV, are required. The last one, O, is not.
To identify the first two, SV, look for a verb between   subject part
(Who? or What?) and predicate part (What action? or What happened?)

S   (noun or pronoun)   V   (verb)
one or more words   one or more words
_____ VERB _____

SUBJECT PART (SP)   PREDICATE PART (PP)
(words to the left of verb)   (words to the right of verb)

1-ws-p-1210

Here are five sentences. Divide each sentence into SP and PP.

EXAMPLE

> The use of computers and technology has drastically changed how
> students learn.   [SH 116]
>   (SP) The use of computers and technology   VERB - has
>   (PP) has drastically changed how students learn.

1) This paper also outlines the significant practical benefits that exercise has on depression.

[TF o99]

(SP) _____   VERB _____
(PP) _____

2) Based on research from high school history classrooms, this study provides   a model for
teachers to conduct data-driven research on the effectiveness   of different pedagogical
techniques.   [SS o95]
(SP) _____   VERB _____
(PP) _____

3) Historical debate in the secondary classroom can serve as a kind of   laboratory for
students better to understand the "science" of making   decisions. [SS o95]
(SP) _____   VERB _____
(PP) _____

4) Strategies to encourage mutual respect and acceptance are discussed.   [SS o72]
(SP) _____   VERB _____
(PP) _____

5) Many colleges and universities in the world emphasize English proficiency   as English is
becoming an important international language in academia   and business. [SW o76]

(SP) _____   VERB _____
(PP) _____

FUNCTION WORDS (22 and 24)
help to identify
INDEPENDENT and DEPENDENT CLAUSE

22 - INDEPENDENT MARKER WORDS (IMW): also, finally, first, furthermore,
   hence, however, in conclusion, indeed, instead, likewise, moreover,
   nevertheless, next, now, second, similarly, so, still, then, therefore, third, thus.

24 - DEPENDENT MARKER WORDS (DMW): after, although, as, as long as,
   as soon as, because, before, how, in order that, if, since, so that,   that, unless,
   until, what, when, where, whether,   which, while, who, whose, why.

INDEPENDENT CLAUSE uses IMW and semicolon:
   1- IMW at the beginning of a   sentence

   IMW _____ .
   2- when the second clause has IMW, a semicolon before IMW

   _____ ; IMW _____ .

DEPENDENT CLAUSE uses   DMW and comma
   3- DMW at the beginning, a comma before the second

   DMW _____ , _____ .
   4- when the second clause has DMW,   there is no comma.

   _____ DMW _____ .

2-ws-p-1210

In each section find one sentence that has IMW or DMW.   Write "0" if none
available.   Then copy 1 of 4 diagrams representing sentence. Finally write out
the sentence.

EXAMPLE

1-text-1101 [JFoo7]

North American colleges and universities are increasing their use of online education. While
there is a large volume of literature on the reasons for administrators' offering online education,
there is less written on why students take such courses. In this paper, using a sample of 101
graduate business school students, we examine the factors associated with the adoption of
online education by students. Implications for administrators are discussed. [JFoo7]

DMW _____ , _____ .

While there is a large volume of literature on the reasons for administrators' offering
online education, there is less written on why students take such courses.

1-text-1210   Then copy 1 of 4 _____
           Finally write out sentence _____
           _____

76

2018 © Academic Exchange Quarterly ISSN 1096-1453 – Summer 2018
WAAE-W - Volume 1,   Chapter 2,   Units 7, 8, 9, 10, 11, 12

2-text-1210   Then copy 1 of 4 _____
Finally write out sentence _____
_____

3-text-1210   Then copy 1 of 4 _____
Finally write out sentence _____
_____

4-text-1210   Then copy 1 of 4 _____
Finally write out sentence _____
_____

5-text-1210   Then copy 1 of 4 _____
Finally write out sentence _____
_____

6-text-1210   Then copy 1 of 4 _____
Finally write out sentence _____
_____

7-text-1210   Then copy 1 of 4 _____
Finally write out sentence _____
_____

8-text-1210   Then copy 1 of 4 _____
Finally write out sentence _____
_____

9-text-1210   Then copy 1 of 4 _____
Finally write out sentence _____
_____

10-text-1210   Then copy 1 of 4 _____
Finally write out sentence _____
_____

11-text-1210   Then copy 1 of 4 _____
Finally write out sentence _____
_____

12-text-1210   Then copy 1 of 4 _____
Finally write out sentence _____
_____

Please handwrite on a separate sheet of paper.

PUNCTUATION WITHIN A SENTENCE

SENTENCE has word order   Subject - Verb - Object   (S-V-O)
   1- begins with capital letter
   2- ends with punctuation - period is most common
   3- may have other punctuations inside such as **comma, semicolon, colon.**

Comma is used:
   1- between words on a list
            word**,** word**,** word _____
   2- after or before extra phrase at the start or end of sentence
            After at the start**,** _____
            _____ **,**before at the end
   3- around extra phrase within sentence
            _____ **,** around extra phrase**,** _____

Semicolon is used:
   4- to join two closely linked INDEPENDENT CLAUSES

            _____ independent clause **;** independent clause _____
   5- to separate lists of words or phrases

            ___ word, word, word **;** phrase, phrase, phrase _____

Colon is used:
   6- before listing words or phrases
            _____ **:** before listing word _____
   7- often instead of semicolon between INDEPENDENT CLAUSES
            ___ word, word, word **;** phrase, phrase, phrase _____

3-ws-p-1210

For each section write number of sentences; and number of commas, semicolons, colons in each sentence. When section has more than two sentences (1st and 2nd) add additional entries (3rd, 4th, 5th).

1-text-1210 _____ number of sentences
            1st sentence: __commas __ semicolons __ colons
            2nd sentence: __commas __ semicolons __ colons
2-text-1210 _____ number of sentences
            1st sentence: __commas __ semicolons __ colons
            2nd sentence: __commas __ semicolons __ colons
3-text-1210 _____ number of sentences
            1st sentence: __commas __ semicolons __ colons
            2nd sentence: __commas __ semicolons __ colons
4-text-1210 _____ number of sentences
            1st sentence: __commas __ semicolons __ colons
            2nd sentence: __commas __ semicolons __ colons
5-text-1210 _____ number of sentences
            1st sentence: __commas __ semicolons __ colons
            2nd sentence: __commas __ semicolons __ colons
6-text-1210 _____ number of sentences
            1st sentence: __commas __ semicolons __ colons
            2nd sentence: __commas __ semicolons __ colons

78

7-text-1210 _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

8-text-1210 _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

9-text-1210 _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

10-text-1210 _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

11-text-1210 _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

12-text-1210 _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

PRONOUNS

THEY acts as the subject; used
-- to replace nouns that are   the subject of a clause
-- often used to avoid   repetition of the subject's name.
THEM acts   as the object; used to replace nouns that are
the direct or indirect object of a clause

4-ws-p-1210

Here are five sentences.   Fill in the blank with THEY or THEM -   subject or object. Then underline the subject of a clause.

(1) Yet, most universities remain wedded to conventional models of education, policy and technical communication that constrain the powerful tools _____ offer for addressing environmental problems. [LFo80]

(2)   But these students' skills are not always adequate to place out of second year classes by examination, and there are not enough of _____ to fill a class on their own.   [LF151]

(3) Mobile applications seem well-suited to educational endeavors because _____ focus students' attention on specific sets of knowledge and experiences. [SS113]

(4) When public libraries are faced with budget constraints and cuts, it is critical that _____ learn how to develop comprehensive marketing plans. [TF105]

(5) In particular, they liked the "memorable moment" assignment, which asked _____ to respond to a public image that defined their generation or that spoke to them personally in some significant way.   [IS060]

79

WS TEST YOURSELF

SENTENCE STRUCTURE

Depending on the number and type of clauses, sentences can be classified as
SIMPLE one independent clause
COMPOUND more than one independent clauses
COMPLEX one independent clause and at least one dependent
COMPOUND-COMPLEX   combination of two complex

1-ws-t-1210

Copy the entire section.   Start every sentence in a new line. Add lines if more than
 two sentences. At the end of the sentence, identify structure with two-letter (ID):
SIMPLE (SI)   COMPOUND (CO),   COMPLEX (CX),   COMPOUND-COMPLEX (CC).
Write (UN) unable to complete it - do not understand.

1-text-1210 _____ ( )
_____ ( )

2-text-1210 _____ ( )
_____ ( )

3-text-1210 _____ ( )
_____ ( )

4-text-1210 _____ ( )
_____ ( )

5-text-1210 _____ ( )
_____ ( )

6-text-1210 _____ ( )
_____ ( )

7-text-1210 _____ ( )
_____ ( )

8-text-1210 _____ ( )
_____ ( )

9-text-1210 _____ ( )
_____ ( )

10-text-1210 _____ ( )
_____ ( )

11-text-1210 _____ ( )
_____ ( )

12-text-1210 _____ ( )
_____ ( )

VERB FORMS
TO BE, TO DO, TO HAVE

TO BE am, are, is, was, were
TO DO   do, does, did, done
TO HAVE have, has, had

2-ws-t-1210

Here are five sentences: a-b-c-d-e.
Choose the correct verb form for each   sentence.

a) The use of computers and technology _____ drastically changed how
   students learn, submit assignments, and participate during
   classes.   [SH 116]

b) Here _____ two approaches to such a model, and details what
    the model implies about teacher roles and rewards. [IS005]

c) Research _____ not indicate how students process and interpret
   video feedback or how video feedback impacts subsequent
   performances.   [RSo13]

d) Then the potential of video feedback methods _____ analyzed and
   applied to feedback. [RSo13]

e) Evidence from students' reactions to the use of wiki _____ then
   addressed; comparing and contrasting other research to the opinions
   of the students.   [SH 103]

Please write on a separate sheet of paper.

Handwriting helps to remember words, phrases and content.

USEFUL PHRASES
for a first sentence in the stand-alone paragraph.
TOPIC SENTENCE
ought to be related to the subject at hand, the controlling idea

3-ws-t-1210 Here are six phrases and five partial sentences.
The present article reports on _____
This manuscript describes differences ____
This paper outlines a _____
Our results may be used to _____
This article observes _____
While there is good reason _____

Choose correct phrases to complete five sentences below. You may add or delete a function word while completing. One extra phrase, has no sentence match. Write NA when not able to complete it.

- 1-
_____ guide class discussions about social networking strategies for business value and the meaningful differences between social and traditional media.   [TF130]

-2-
_____ in instructor and student use as well as practices specifically relating to STEM domains.   [SH 116]

-3-
_____ the usefulness of tablet PCs specifically to the domains of science, technology, engineering, and math (STEM). [SH 116]

-4-
_____ technical communication process using commissioned assignments and experiential learning methods to develop a new model for teaching and involving students in environmental policy. [LFo80]

-5-
_____ the impact of a conversation partner project in which pre-service ESL teachers met with international students whose native language was other than English. [RH o44]

Please handwrite on a separate sheet of paper.

USEFUL PHRASES
for a sentence in the stand-alone paragraph
FINAL THOUGHT
indicates what the text is about or demonstrates its benefit to the reader

4-ws-t-1210 Here are 10 phrases. The function word (FW) at the end may
be deleted or replaced. Also may change singular/plural format as in
#1 & 2; or replace a content word e.g. decide on one of 4 available, #3.

1-Lastly, concluding comments are proffered and (then) _____
2-Lastly, a concluding comment is proffered and (then) _____
3-The (article, paper, research, study) concludes (by) _____
4-The paper ends with practical suggestion (to) _____
5-This study is important in terms (of) _____
6-The results of this study may assist _____
7-The conclusions of this study advocate (for) _____
8 -Findings may be used (to) _____
9 -The data from this study demonstrates (how) _____
10-The data demonstrates the importance (of) _____

Compose FINAL THOUGHT to a text selected by you from from Chapter 1, Unit 1. Start the
sentence with a phrase from 10 listed above. End it using content and function words.

EXAMPLE

1st -- Copy abstract that you are familiar with   [JF133]
Most college campuses have <u>writing centers</u>, where students can <u>get help</u> from
professional and peer tutors with their writing skills. When <u>students need research</u>
help, they can get help from librarians. But wouldn't it be great if writing centers
and <u>libraries</u> could collaborate and combine the benefits of peer tutoring with
<u>research assistance</u>? This article presents one collaborative approach to
combining a writing center's peer tutoring program with a library's research
assistance program.

2nd -- Select 4-9 key content and function words from abstract: writing,
writing, centers, get, help, students, need, libraries, research, assistance

3rd -- While selecting a phrase from 10 **listed, zero in on key words**
e.g. <u>students</u> <u>need</u> <u>help</u>. **There are three phrases** # (4, 6, 7)
fitting content words such as suggestion, assist, advocate.

4th -- After further elimination, plural and word choice, decided on
#4 The paper ends with practical suggestion to _____

5th -- FINAL THOUGHT The paper ends with practical suggestion to get
research help to students.

6th -- Notice, often there may be more than one correct answer, FINAL THOUGHT.

1st -- Abstract ID # _____ and text _____

_____

_____

3rd -- Phrase # _____ and wording _____

5th -- FINAL THOUGHT _____

_____

WHICH IS WHICH
ABSTRACT given, find   INTRODUCTION
Use ABSTRACT content words to find matching text, INTRODUCTION
Content words have meaning.
Content words express key ideas in a sentence.
Content words are nouns, verbs, adjectives, adverbs.

5-ws-t-1210

The assumption is that abstract and introduction have common content words.
First write out at least five content words from given abstract.
Then search the following four sections (3, 5, 7, 9) for matching content
words. Often three matches are enough to make a decision. If not sure.
try again by adding couple more content words (verbs, adjectives).

EXAMPLE

First write out five content words.   Then   search four sections for matches.

<u>impact</u>   <u>conversation</u>   <u>partner</u>   <u>ESL</u>   <u>teacher</u>   <u>cultures</u>

ABSTRACT

This article investigates the <u>impact</u> of a <u>conversation partner</u> project in which pre-service <u>ESL</u> (English as a Second Language)<u> teachers</u> were required to work with ELLs (English Language Learners) as <u>conversation</u> partners. Data gathered from journal entries show that the <u>conversation partner</u> project helped pre-service <u>teachers </u>better appreciate other <u>cultures</u>, understand ELLs, and practice their teaching skills.   [RHo44]

INTRODUCTION   - write it out

The present article reports on the<u> impact </u>of a <u>conversation partner</u> project in which pre-service <u>ESL teachers</u> met with international students whose native language was other than English.   The article is organized as followings: first, putting forward a rationale calling for more contact between ELLs and pre-service ESL<u> teachers</u>; second, introducing the participants and the project; third, showing the results; and finally, there are discussions and recommendations for ESL<u> teacher </u>preparation programs.

_____   _____   _____   _____   _____

ABSTRACT

Both the events of September 11 and the media images now associated with that day underscore the importance of focusing on visual literacy in college writing courses. Students need to be able to examine images critically and to recognize how representations in any form are constructed or mediated. When dealing with images associated with national crises, however, instructors may need to adjust their expectations of academic discourse by providing opportunities for students to respond personally, as well as critically, to emotionally disturbing events. In the early twenty-first century, visual literacy may require new ways of seeing—for the instructor as well as for the students in the writing classroom. [IS060]

INTRODUCTION
_____
_____

WS CONTROLLED and GUIDED WRITING

TITLE and SUBTITLE

1-ws-c-1210 Write title and subtitle, any length, to five indicated abstracts.   Find text by number in the beginning of this unit.

3-text-1210 _____
_____

4-text-1210 _____
_____

8-text-1210 _____
_____

11-text-1210 _____
_____

12-text-1210 _____
_____

2-ws-c-1210   Combine words from title and subtitle into one sentence: simple (SI), compound (CD) or complex (CX).   Identify the sentence with two letter (ID).

3-text-1210 _____ ( )

4-text-1210 _____ ( )

8-text-1210 _____ ( )

11-text-1210 _____ ( )

12-text-1210 _____ ( )

Please handwrite on a separate sheet of paper.

85

UNSCRAMBLE SENTENCE
(phrases or words)

Remember every sentence **begins** with capital letter and   **ends** with punctuation - period
is the most common.   Keeping in mind sentence structure, S-V-O,   look for   sentence
SUBJECT PART and PREDICATE PART   separated by **main verb.**

Here are five scrambled sentences. The first three are scrambled   sentence phrases
(marked phrases). The last two are scrambled sentence words (marked words).
 Sentences come from Chapter 1,   Unit 1.

EXAMPLE

(10 words and 1 phrases)
    elements   library   marketing   number   of a
    of   public   paper   plans.   reviews   This
     This   **reviews**   **plans.**

1st try   FAILED because two are left: "elements" &   "of a"
     This   public library **reviews** number of   paper
    marketing   **plans.**
2nd try SUCCESSFUL
   This paper **reviews** elements of a number of public library marketing **plans.**

3-ws-c-1210   Unscramble

1 - (7 phrases)   students to   write what I   context paper, we
      call a   peruse a variety of   To prepare   primary sources.
     _____

2 - (6 phrases)   Additionally, research   findings are   presented of what is
     with respect to   known already   this theoretical framework.
     _____

3 - (6 phrases)   exercise that   and explain a   to identify, perform,
      requires students   memorable situation.   We detail an
     _____

4 - (7 words)   the   The   limitations   of   discussed.   study   are
     _____

5- (12 words)   context.   This   explores   essay   challenges
     possibilities   of   novels   and   in   teaching   the
     _____

STAND-ALONE-PARAGRAPH

BASIC paragraph of 6 sentences (5+1). Use the 6th sentence in any of the 3 parts.
DIVIDED into 3 parts
   (1) TOPIC SENTENCE - introduction, focus sentence, (1 or 2 sentences) indicates what
     the text is about
   (2) BODY - details, explains (3 or 4 sentences)
   (3) FINAL THOUGHT - conclusion (1 or 2 sentences) reiterates what the text is about
     or demonstrates its benefit to the reader
ADDRESSING one subject, one thesis the paragraph is going to deal with

4-ws-c-1210

Use the two sections below, article's abstract and introduction, to describe in one paragraph
what the article is about? After you identify which section is abstract and which introduction:
(1) Start writing the first sentence to stand-alone-paragraph by using
   one of six phrases from step TOPIC SENTENCE - USEFUL PHRASES
(2) For the BODY, besides content words, use function words from article's introduction.
   To detail discussed subject, use coordinating conjunctions (and, but, or, so, yet, for, nor).
(3) End paragraph with phrase selected from ten available in step FINAL THOUGHT -
   USEFUL PHRASES. Be sure to complete selected phrase.
_____
_____

IDENTIFY ABSTRACT / INTRODUCTION

Many recent textbooks for college writing courses evidence a concern with visual literacy, a trend reflecting efforts in the field of Composition and Rhetoric to rethink pedagogy in light of new technology and multimedia. Advertising images have long served writing courses for analytical practice, but the new breed of textbooks on the market invites students to become critical readers of myriad visual elements of contemporary American culture. Texts such as Robert Atwan's Convergences or Donald and Christine McQuade's Seeing and Writing, for example, are high-production, visually appealing books, their glossy pages replete with images that encourage students to engage actively in decoding the meaning of visual texts. I first used Seeing and Writing a few years ago for my advanced composition class, a first-year course for honors students and English majors, and I was immediately struck by the students' positive response to it. In particular, they liked the "memorable moment" assignment, which asked them to respond to a public image that defined their generation or that spoke to them personally in some significant way. In light of such feedback, I chose to use the text again, feeling confirmed in my belief that visual literacy, particularly media literacy, is an important goal in the contemporary writing course. [IS060]

IDENTIFY ABSTRACT / INTRODUCTION

Both the events of September 11 and the media images now associated with that day underscore the importance of focusing on visual literacy in college writing courses. Students need to be able to examine images critically and to recognize how representations in any form are constructed or mediated. When dealing with images associated with national crises, however, instructors may need to adjust their expectations of academic discourse by providing opportunities for students to respond personally, as well as critically, to emotionally disturbing events. In the early twenty-first century, visual literacy may require new ways of seeing—for the instructor as well as for the students in the writing classroom. [IS060]

UNIT **11**

Know the Basics

INDEPENDENT and DEPENDENT CLAUSE
and
FOUR SENTENCE PATTERNS

INDEPENDENT CLAUSE has word order **S-V-O** Subject-Verb-Object
  S is required - can be noun or pronoun   (one or more words)
        To identify **S** ask: Who or what ?
  V is required - shows tense   (one or more words)
        To identify **V** ask: What action or what happened?
  O is not required   but when it is (one or more words)
        To identify **O** ask: To what? / For what? or To whom? / For whom?
INDEPENDENT CLAUSE expresses a complete thought,   makes
      sense standing alone,   INDEPENDENT CLAUSE = SENTENCE

DEPENDENT CLAUSE also has **S-V-O** or just **S-V** but it   does not
      express a complete thought. DEPENDENT CLAUSE ≠ SENTENCE
      It can be identified by   DEPENDENT MARKER WORDS (24):
              after, although, as, as long as, as soon as, because, before,
              how, if, in order that, since, so that, that, unless, until,
              what, when, where, whether, which, while, who, whose, why.

 FOUR SENTENCE PATTERNS - number and type of clauses   determines
      sentence pattern.
      1. SIMPLE one independent clause
      2. COMPOUND more than one independent clause
      3. COMPLEX one independent and at least one dependent clause
      4. COMPOUND-COMPLEX more than one independent clause
                              and at least one dependent clause

88

1-text-1211

The purpose of this event was to provide educators from two of the rural counties serviced by the community college a better understanding of how connected and linked STEM education could be in the classroom. Moreover, this summer camp focused on the future development of sixth through twelfth graders with regards to electrifying their interest in STEM education for the upcoming school year, exposing them to a community college learning environment, and educating them on future STEM career. As community colleges strive to increase enrollment and better their partnerships with local school systems, offering a summer Academy is a great pathway. This article strives to communicate how the summer camp was developed, measure the success of the camp from the perspective of teachers and students, and provide readers with detailed information on planning if they desire to replicate the event.   [TF o54]

2-text-1211

This article is written for the writing center director who feels frustrated and hopeless. The director who has been told, "We value what you do, but there's just no money" for the umpteenth time. For the director whose writing center still exists in that small room in the basement, yet who knows that his/her tutors are helping to retain students one session at a time. This article outlines several strategies, including aligning one's space with the goals of the institution, having multiple collaborative partners – in academic and student affairs – and establishing ties with other institutions and professional organizations; for it is still possible to run a successful writing center. [SW 135]

3-text-1211

Service-learning has many documented non-academic effects on student development, but well controlled studies of academic benefits have been more scarce. This study reports on an optional service-learning component of a lower-level lifespan developmental psychology course; participating and non-participating students receive the same course content and complete the same assignments. As with previous findings, performance on these measures shows very modest positive academic effects of participation in service-learning.
 [SS o34]

4-text-1211

Hypothetical scenario enactments utilize role-playing, simulations, and critical dialogue to experientially explore educational issues and challenges. As a pedagogical strategy, enactments aid novice teachers in gaining communicative and interactional skills for addressing potentially confrontational situations,   such as; unexpected instructional or classroom management events regarding student behavior issues (e.g., bullying) and parent-teacher interactions. Enactments, through mock situations that provide a sheltered learning environment, generate situated cognition for tackling tough pedagogical challenges pre-service teachers may face once in the field.   [SS o28]

5-text-1211

Present demographic trends in the United States indicate that by the year 2026, one in every four children in our public schools will be an English language learner. This increases the demand for mainstream teachers to be skilled in educating ESL students in their mainstream classes.   The purpose of this study is to examine the effect of an introductory ESL methods course on the attitudes of preservice teachers regarding ESL students. The following questions are addressed: (1) What impact does an initial ESL education class have on preservice teachers' attitudes regarding ESL students? (2) What attitudes change the most? and (3) What factors contribute to preservice teachers' attitudes regarding ESL students? [JF182]

6-text-1211

The role of technology in the delivery of instruction has become extremely important as a result of the rapid advances in digital technologies. The research literature on non-native English speakers' (NNES) language learning in computer-mediated environments, both in synchronous and asynchronous environments, is growing. Findings indicate positive linguistic and affective changes for students learning second languages through online instruction. Today's global village demands intercultural communication with foreign/second language learning becoming more important. In addition, due to the advancement and implementation of technology in education, network-based instruction provides interactive learning among students worldwide. Increasingly, universities in English speaking countries provide network-based classes to speakers of other languages. Therefore, it is important to document what literature tells us regarding how this technology helps or obstructs NNES' learning, both in language and other subject matter classrooms. This paper focuses on the following questions: (1) What are the benefits of network-based instruction in general? (2) What can network-based instruction offer to NNES both in language learning and in learning other subject matter? (3) What are the issues concerning network-based instruction for NNES? [JF186]

7-text-1211

Our post-industrial age marks not only the end of the heyday of the industrial era, but the emergence of a distinctive kind of business organization.   Most obviously, post-industrial firms are ones that increasingly engage in activities that do not require a heavily industrial infrastructure. They are also characterized by changing phenomena involving such key factors as the firm's purposes, its internal and external operating environments, the nature of the tasks to be performed, how and how fast the firm changes, and its structural and functional mechanisms. Often, post-industrial firms are also the locus of profound changes in the range, depth, complexity, and timely delivery of the knowledge and skills required by employees to perform their jobs effectively. These changes have important implications for training and learning in today's workplace and raise crucial questions for training managers. These include questions such as the following: What training and learning principles are appropriate for the new business environment? Do substantially new conditions indicate that a novel set of principles is needed in the post-industrial firm? Or can at least some older training principles be carried forward into the new environment? This article provides at least partial answers to these questions. The first section of the article discusses how characteristics of post-industrial firms affect workplace training and learning. The second part addresses three basic principles that are applicable to virtually any training environment. [JF113]

8-text-1211

The usability of instructional technology has put a new spin on education. As instructional technology has been rapidly implemented into the educational system, institutions of higher learning have rushed to integrate instructional technology into their academic programs. This has allowed them to be more competitive and offer students a choice of convenient course offerings (e.g., web-enhanced, online, and hybrid courses). Also, instructional technology is often misperceived as a magic bullet which will increase student performance and learning. As a result, academic institutions have invested a great deal of time, effort, and money into the implementation, maintenance, and support of instructional technology.   However, little research has been conducted to investigate how instructional technology can be used more effectively. This paper takes an important first step in discussing how instructional technology can be used to engage students and how student learning in a technology-based course should be assessed. [LF110]

9-text-1211

The paper first presents related research which highlights effectiveness of the instructional strategy for promoting student learning. Next, instructional benefits of hypothetical scenario enactments on learners' acquisition of knowledge and skills are provided. Then a general overview and guidelines for implementation of the pedagogical strategy are provided, along with detailed examples for application. Additionally, caveats for implementing this instructional strategy are noted and discussed. Lastly, a concluding comment is proffered.   [SS o28]

10-text-1211

The present study describes an optional service-learning component in a lifespan developmental psychology course. Because this component is optional, all students otherwise participate in exactly the same course material and complete the same assignments. This allows for clearer and more direct comparison of assignments between students who complete the service-learning element and those who do not. However, even in this context, previous research suggests that any findings are likely to be modest in scope. [SS o34]

11-text-1211

Directing a Writing Studio without its own budget proves even more difficult when financial resources are limited for the entire campus. In this article, I show that by linking all activities to the University's goals, maximizing collaborative efforts both on and off campus, and collecting data strategically, my Writing Studio has been able not only to survive, but even thrive despite limited funding.   [SW 135]

12-text-1211

A 21st Century Community Learning Centers Grant allowed a local community college the opportunity to serve sixth through twelfth graders from two counties to participate in a four day Science, Technology, Engineering, and Mathematics Academy. The students were presented with problem-based learning situations where a hypothetical Zombiism was being spread throughout various urban cities. Teams answered multiple research questions and used 3-D printers to plan, design, and manufacture a device to fit into the human ear to eradicate or prevent the disease from spreading.   [TF o54]

PUNCTUATION MARKS (13)

1-ws-v-1211
Copy each section.   Write total number of periods, commas, colons, semicolons,
hyphens, parentheses, brackets, ellipses, slashes, apostrophes, question marks,
quotation marks, exclamation marks. Write NA when not applicable, not available.

1-text-1211 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

2-text-1211 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

3-text-1211 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

4-text-1211 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

5-text-1211 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

6-text-1211 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

7-text-1211 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

8-text-1211 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

9-text-1211 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

10-text-1211 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

11-text-1211 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

12-text-1211 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

92

FUNCTION WORDS

Words that are not content words are called function words.
Function words explain or create grammatical or structural relationships into which content words may fit such as clauses, sentences, paragraphs.
Here are three frequently used subsets of function words.

COORDINATING CONJUNCTIONS connect two equal words (2 nouns, 2 verbs, 2 modifiers) or 2 independent clauses. They include **(7)** and, but, or, so, yet, for, nor

SUBORDINATING CONJUNCTIONS connect grammatical elements such as dependent and independent clause. They include **(24)** after, although, as, as long as, as soon as, because, before, how, in order that, if, since, so that, that, unless, until, what, when, where, whether, which, while, who, whose, why.

CORRELATIVE CONJUNCTIONS are coordinating conjunctions that work in pairs to connect elements in a sentence. They include **(7)** although...yet, both...and, either...or, neither...nor, not...but, not only...but also, whether...or.

Note, multiple names for the same grammatical concept, entity:
Content Words are also known as lexical, autosemantic, open class words.
Function Words are also known as structure, grammatical, closed class, empty words. Conjunctions are also known as transition words.

2-ws-v-1211

Copy all function words into three groups, **7, 24, 7.** Write number of different function words at the end of each group.

1-text-1211
7 _____ ( )
24 _____( )
7 _____( )

2-text-1211
7 _____ ( )
24 _____( )
7 _____( )

3-text-1211
7 _____ ( )
24 _____( )
7 _____( )

4-text-1211
7 _____ ( )
24 _____( )
7 _____( )

5-text-1211
7 _____ ( )
24 _____( )
7 _____( )

6-text-1211
7 _____ ( )
24 _____( )
7 _____( )

7-text-1211   7 _____ ( )
                 24 _____ ( )
                  7 _____ ( )

8-text-1211   7 _____ ( )
                 24 _____ ( )
                  7 _____ ( )

9-text-1211   7 _____ ( )
                 24 _____ ( )
                  7 _____ ( )

10-text-1211 7 _____ ( )
                 24 _____ ( )
                  7 _____ ( )

11-text-1211 7 _____ ( )
                 24 _____ ( )
                  7 _____ ( )

12-text-1211 7 _____ ( )
                 24 _____ ( )
                  7 _____ ( )

Have you created two glossaries of words used in WAAE-W?

TEXT GLOSSARY - words and phrases used in the text, from
         Academic Exchange Quarterly.
WORKBOOK GLOSSARY - remaining words and phrases such as
         explanations, instructions and exercises…
The following steps are the same for each glossary:
         First, copy words and phrases into two different files in MS
                 Word DOC
         Second, arrange alphabetically in a column
         Third, add square brackets [ ] to the right of each word, phrase
          Next, inside square brackets [ ] keep tally of how many times
                 it has appeared in units 1, 2… 7…11, 12…19…23, 24
         Then , to the right of [ ] start writing your simple definition in English.
          Finally, if you know, identify part of speech.
                 Otherwise leave it blank until you are ready to complete it.
                  EXAMPLE
                  Education [7] noun - instruction at a school
                   Increasing [1] gerund - getting bigger or expanding

94

WHICH IS WHICH
ABSTRACT vs INTRODUCTION

Here are four visual elements that may offer clue whether text, section, is abstract or introduction. The assumption is that each section has approximately the same number of words.

In the selection below, text is INTRODUCTION when it has:
1) more independent clauses than abstract
2) more different punctuation marks than abstract
3) NOT more different content words than abstract
4) more different function words than abstract

36 common function words:
a, an, and, as, at, between, but, can, do, for, have, he, in, is, it, may, more, much, need, no, not, of, on, one, or, our, that, the, they, to, was, we, when, while, with, without.

Notice, the above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

3-ws-v-1211

Here are two sections. Analyze each section text in light of the above listed four elements. YES answer gives credit to introduction. When there is a tie, two credits each, try to analyze again. Otherwise, answer these two questions.
(1) Is first-person pronoun (I or We) used in text?
(2) Is future tense used in text?
YES answer confirms section to be introduction.
When finished, circle your answer.

ABSTRACT / INTRODUCTION

This article is written for the writing center director who feels frustrated and hopeless. The director who has been told, "We value what you do, but there's just no money" for the umpteenth time. For the director whose writing center still exists in that small room in the basement, yet who knows that his/her tutors are helping to retain students one session at a time. This article outlines several strategies, including aligning one's space with the goals of the institution, having multiple collaborative partners – in academic and student affairs – and establishing ties with other institutions and professional organizations; for it is still possible to run a successful writing center. [SW 135]

ABSTRACT / INTRODUCTION

Hypothetical scenario enactments utilize role-playing, simulations, and critical dialogue to experientially explore educational issues and challenges. As a pedagogical strategy, enactments aid novice teachers in gaining communicative and interactional skills for addressing potentially confrontational situations, such as; unexpected instructional or classroom management events regarding student behavior issues (e.g., bullying) and parent-teacher interactions. Enactments, through mock situations that provide a sheltered learning environment, generate situated cognition for tackling tough pedagogical challenges pre-service teachers may face once in the field. [SS o28]

95

WS PRACTICE
SIMPLE   SENTENCE
word order   Subject - Verb - Object   (SVO)

The first two, SV, are required. The last one, O, is not.
To identify the first two, SV, look for a verb between   subject part
(Who? or What?) and predicate part (What action? or What happened?).

S   (noun or pronoun)   V   (verb)
one or more words   one or more words
_____   VERB   _____

SUBJECT   PART (SP)   PREDICATE   PART (PP)
(words to the left of verb)   (words to the right of verb)

1-ws-p-1211
Here are five sentences. Divide each sentence into SP and PP.

EXAMPLE

> The use of computers and technology has drastically changed how
> students learn. [SH 116]
> (SP) The use of computers and technology   VERB - has
> (PP) has drastically changed how students learn.

1) The need for active learning strategies in pharmacy education may be greater than ever.

[TF o24]

(SP) _____   VERB _____

(PP) _____

2) The purpose of this study was to integrate different active learning   strategies. [TF o24]

(SP) _____   VERB _____

(PP) _____

3) Through the lens of the technology acceptance model, this article outlines literature
concerning the benefits and barriers to using video games as learning tools. [RS144]

(SP) _____   VERB _____

(PP) _____

4) Tools to combat disrespect are discussed relating to the university classroom. [SS o72]

(SP) _____   VERB _____

(PP) _____

5) The analysis of results shows that students performed better on standardized test
questions related to topics they had debated compared to those they had studied
in traditional ways. [SS o95]

(SP) _____   VERB _____

(PP) _____

FUNCTION WORDS (22 and 24)
help to identify
INDEPENDENT and DEPENDENT CLAUSE

22 - INDEPENDENT MARKER WORDS (IMW): also, finally, first, furthermore,
hence, however, in conclusion, indeed, instead, likewise, moreover,
nevertheless, next, now, second, similarly, so, still, then, therefore, third, thus.
24 - DEPENDENT MARKER WORDS (DMW): after, although, as, as long as,
as soon as, because, before, how, in order that, if, since, so that, that, unless,
until, what, when, where, whether, which, while, who, whose, why.

INDEPENDENT CLAUSE uses IMW and semicolon:
    1- IMW at the beginning of a sentence

    IMW _____ .
    2- when the second clause has IMW, a semicolon before IMW

    _____ ; IMW _____ .

DEPENDENT CLAUSE uses DMW and comma
    3- DMW at the beginning, a comma before the second

    DMW _____ , _____ .
    4- when the second clause has DMW, there is no comma.

    _____ DMW _____ .

2-ws-p-1211
In each section find one sentence that has IMW or DMW. Write "0" if none
available. Then copy 1 of 4 diagrams representing sentence. Finally write out
the sentence.

EXAMPLE

1-text-1101 [JFoo7]

North American colleges and universities are increasing their use of online education. While
there is a large volume of literature on the reasons for administrators' offering online education,
there is less written on why students take such courses. In this paper, using a sample of 101
graduate business school students, we examine the factors associated with the adoption of
online education by students. Implications for administrators are discussed. [JFoo7]

DMW _____ , _____ .
While there is a large volume of literature on the reasons for administrators' offering
online education, there is less written on why students take such courses.

1-text-1211   Then copy 1 of 4 _____
            Finally write out sentence _____
            _____

2-text-1211   Then copy 1 of 4 _____
                  Finally write out sentence _____
                  _____

3-text-1211   Then copy 1 of 4 _____
                  Finally write out sentence _____
                  _____

4-text-1211   Then copy 1 of 4 _____
                  Finally write out sentence _____
                  _____

5-text-1211   Then copy 1 of 4 _____
                  Finally write out sentence _____
                  _____

6-text-1211   Then copy 1 of 4 _____
                  Finally write out sentence _____
                  _____

7-text-1211   Then copy 1 of 4 _____
                  Finally write out sentence _____
                  _____

8-text-1211   Then copy 1 of 4 _____
                  Finally write out sentence _____
                  _____

9-text-1211   Then copy 1 of 4 _____
                  Finally write out sentence _____
                  _____

10-text-1211 Then copy 1 of 4 _____
                  Finally write out sentence _____
                  _____

11-text-1211 Then copy 1 of 4 _____
                  Finally write out sentence _____
                  _____

12-text-1211 Then copy 1 of 4 _____
                  Finally write out sentence _____
                  _____

Please handwrite on a separate sheet of paper.

PUNCTUATION WITHIN A SENTENCE

SENTENCE has word order   Subject - Verb - Object   (S-V-O)

  1- begins with capital letter

  2- ends with punctuation - period is most common

  3- may have other punctuations inside such as **comma, semicolon, colon.**

   Comma is used:

     1- between words on a list

         word**,** word**,** word _____

     2- after or before extra phrase   at the start or end of sentence

         After at the start**,** _____

         _____ **,**before at the end

     3- around extra phrase within sentence

         _____ **,** around extra phrase**,** _____

   Semicolon is used:

     4- to join two closely linked INDEPENDENT CLAUSES

         _____ independent clause **;** independent clause _____

     5- to separate lists of words or phrases

         ___ word, word, word **;** phrase, phrase, phrase _____

   Colon is used:

     6- before listing words or phrases

         _____ **:** before listing word _____

     7- often instead of semicolon between INDEPENDENT CLAUSES

         ___ word, word, word **;** phrase, phrase, phrase _____

`3-ws-p-1211`

  For each section write number of sentences; and number of commas, semicolons, colons in each sentence. When section has more than two sentences (1st and 2nd) add additional entries (3rd, 4th, 5th).

`1-text-1211` _____ number of sentences

       1st sentence: __commas __ semicolons __ colons

       2nd sentence: __commas __ semicolons __ colons

`2-text-1211` _____ number of sentences

       1st sentence: __commas __ semicolons __ colons

       2nd sentence: __commas __ semicolons __ colons

`3-text-1211` _____ number of sentences

       1st sentence: __commas __ semicolons __ colons

       2nd sentence: __commas __ semicolons __ colons

`4-text-1211` _____ number of sentences

       1st sentence: __commas __ semicolons __ colons

       2nd sentence: __commas __ semicolons __ colons

`5-text-1211` _____ number of sentences

       1st sentence: __commas __ semicolons __ colons

       2nd sentence: __commas __ semicolons __ colons

`6-text-1211` _____ number of sentences

       1st sentence: __commas __ semicolons __ colons

       2nd sentence: __commas __ semicolons __ colons

99

7-text-1211 _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons
8-text-1211 _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons
9-text-1211 _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons
10-text-1211 _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons
11-text-1211 _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons
12-text-1211 _____ number of sentences
1st sentence: __commas __ semicolons __ colons
2nd sentence: __commas __ semicolons __ colons

PRONOUNS

THEY acts as the subject; used
-- to replace nouns that are the subject of a clause
-- often used to avoid repetition of the subject's name.
THEM acts as the object; used to replace nouns that are
the direct or indirect object of a clause

4-ws-p-1211

Here are five sentences. Fill in the blank with THEY or THEM - subject or object. Then underline the subject of a clause.

(1) This is just what students do as _____ develop knowledge in a class—they reduce disciplinary analysis into smaller skills and bits of knowledge. [SS113]

(2) . At the same time, the courses taught in English for non- native students can provide opportunities for students to consider issues of nationality and self-expression as _____ strive for clearer and effective ways to articulate their opinions in a language other than their mother tongues.   [SW o76]

(3) The noted differences between undergraduate and graduate experiences suggest that inclusion of these projects from early in the students' academic career may help _____ transition through various levels of knowledge acquisition and connect course concepts across the larger curriculum.   [TF o41]

(4) The survey addressed the level of engagement and helpfulness of each learning method and whether _____ would recommend its continued use in future courses.   [TF o24]

(5) The article begins with a discussion of the primacy of grades and the challenges to student-teacher interactions about _____.   [SH 134]

100

WS TEST YOURSELF

SENTENCE STRUCTURE

Depending on the number and type of clauses, sentences can be classified as

SIMPLE one independent clause

COMPOUND more than one independent clauses

COMPLEX one independent clause and at least one dependent

COMPOUND-COMPLEX combination of two complex

1-ws-t-1211

Copy the entire section.   Start every sentence in a new line. Add lines if more than
 two sentences. At the end of the sentence, identify structure with two-letter (ID):
SIMPLE (SI)   COMPOUND (CO),   COMPLEX (CX),   COMPOUND-COMPLEX (CC).
Write (UN) unable to complete it - do not understand.

1-text-1211 _____ ( )
_____ ( )

2-text-1211 _____ ( )
_____ ( )

3-text-1211 _____ ( )
_____ ( )

4-text-1211 _____ ( )
_____ ( )

5-text-1211 _____ ( )
_____ ( )

6-text-1211 _____ ( )
_____ ( )

7-text-1211 _____ ( )
_____ ( )

8-text-1211 _____ ( )
_____ ( )

9-text-1211 _____ ( )
_____ ( )

10-text-1211 _____ ( )
_____ ( )

11-text-1211 _____ ( )
_____ ( )

12-text-1211 _____ ( )
_____ ( )

101

VERB FORMS
TO BE, TO DO, TO HAVE

TO BE am, are, is, was, were
TO DO do, does, did, done
TO HAVE have, has, had

2-ws-t-1211

Here are five sentences: a-b-c-d-e.
 Choose the correct verb form for each   sentence.

a) The tablet PC _____ similar functions as a laptop or computer but
   with the added benefit of a touch screen that responds to a stylus
   or finger.   [SH 116]

b) Strategies for an instructor using a tablet _____ discussed as well as
   benefits of the students from the instructors use.   [SH 116]

c) These changes _____ important implications for training and learning
    in today's workplace and raise crucial questions for training managers.
     [JF113]

d) On one hand the mastery of facts, philosophies and procedures _____
    important [and necessary aspects of] qualitative inquiry. [RH 130]

e) The purpose of this paper _____ to describe strategies used to infuse
   both 'being' and 'doing' into qualitative research courses.   [RH 130]

Please write on a separate sheet of paper.

Handwriting helps to remember words, phrases and content.

USEFUL PHRASES
for a first sentence   in the stand-alone paragraph.
TOPIC SENTENCE
ought to be related to the subject at hand, the controlling idea

`3-ws-t-1211` Here are six phrases and five partial sentences.
There have been a number _____
This article addresses the _____
The paper concludes by _____
This paper presents _____
This article explores _____
 Both positive aspects and _____

Choose correct phrases to complete five sentences below. You may add or delete a function word while completing. One extra phrase, has no sentence match. Write NA when not able to complete it.

-1-
_____ applicability for instructors utilizing video feedback in their teaching practices and its effectiveness on future performances. [RSo13]

-2-
_____ the implications that market-based norms, especially commodification of knowledge and rendering students as consumers, have for educational theory and practice.
 [SH o41]

-3-
_____ negative aspects are discussed for their implication on online education.   [SH 103]

-4-
_____ three marketing plan models and synthesizes their main elements into a list of eight critical elements of a comprehensive marketing plan for a public library.   [TF105]

-5-
_____ arguing for the importance of developing a marketing strategy for 21st century public libraries.   [TF105]

Please handwrite on a separate sheet of paper.

USEFUL PHRASES
for a sentence in the stand-alone paragraph
FINAL THOUGHT
indicates what the text is about or demonstrates its benefit to the reader

`4-ws-t-1211` Here are 10 phrases. The function word (FW) at the end may
be deleted or replaced. Also may change singular/plural format as in
#1 & 2; or replace a content word e.g. decide on one of 4 available, #3.

1-Lastly, concluding comments are proffered and (then) ____
2-Lastly, a concluding comment is proffered and (then) _____
3-The (article, paper, research, study) concludes (by) _____
4-The paper ends with practical suggestion (to) _____
5-This study is important in terms (of) _____
6-The results of this study may assist _____
7-The conclusions of this study advocate (for) _____
8 -Findings may be used (to) _____
9 -The data from this study demonstrates (how) _____
10-The data demonstrates the importance (of) _____

Compose FINAL THOUGHT to a text selected by you from from Chapter 1, Unit 1. Start the
sentence with a phrase from 10 listed above. End it using content and function words.

EXAMPLE

1st -- Copy abstract that you are familiar with   [JF133]
  Most college campuses have <u>writing centers</u>, where students can <u>get help</u> from
  professional and peer tutors with their writing skills. When <u>students need research</u>
  help, they can get help from librarians. But wouldn't it be great if writing centers
  and <u>libraries</u> could collaborate and combine the benefits of peer tutoring with
  <u>research assistance</u>? This article presents one collaborative approach to
  combining a writing center's peer tutoring program with a library's research
  assistance program.
 2nd -- Select 4-9 key content and function words from abstract: writing,
     writing, centers, get, help, students, need, libraries, research, assistance
 3rd -- While selecting a phrase from 10 **listed, zero in on key words**
   e.g. <u>students</u> <u>need</u> <u>help</u>. **There are three phrases** # (4, 6, 7)
   fitting content words such as suggestion, assist, advocate.
 4th -- After further elimination, plural and word choice, decided on
     #4 The paper ends with practical suggestion to _____
  5th -- FINAL THOUGHT The paper ends with practical suggestion to get
       research help to students.
  6th -- Notice, often there may be more than one correct answer, FINAL THOUGHT.

1st -- Abstract ID # _____ and text _____

 _____

 _____

3rd -- Phrase # _____ and wording _____

 5th -- FINAL THOUGHT _____

_____

104

WHICH IS WHICH
ABSTRACT given, find   INTRODUCTION
Use ABSTRACT content words to find matching text, INTRODUCTION
Content words have meaning.
Content words express key ideas in a sentence.
Content words are nouns, verbs, adjectives, adverbs.

5-ws-t-1211

The assumption is that abstract and introduction have common content words.
First write out at least five content words from given abstract.
Then search the following four sections (3, 5, 7, 9) for matching content
words. Often three matches are enough to make a decision. If not sure.
try again by adding couple more content words (verbs, adjectives).

EXAMPLE

First write out five content words.   Then search four sections for matches.

impact   conversation   partner   ESL   teacher   cultures

ABSTRACT
 This article investigates the impact of a conversation partner project in which pre-service ESL (English as a Second Language) teachers were required to work with ELLs (English Language Learners) as conversation partners. Data gathered from journal entries show that the conversation partner project helped pre-service teachers better appreciate other cultures, understand ELLs, and practice their teaching skills.   [RHo44]

 INTRODUCTION - write it out
The present article reports on the impact of a conversation partner project in which pre-service ESL teachers met with international students whose native language was other than English.   The article is organized as followings: first, putting forward a rationale calling for more contact between ELLs and pre-service ESL teachers; second, introducing the participants and the project; third, showing the results; and finally, there are discussions and recommendations for ESL teacher preparation programs.

_____   _____   _____   _____   _____

ABSTRACT

This paper proposes a research study to investigate the effects of two visual training methods on the productivity of new workers on an assembly line at a wood products plant in [IS215] . In the [IS215] plant, informal on-the-job training (OJT) is currently used to train new employees on the wood products assembly line, where they learn to assemble various kinds of wood products by working alongside an experienced worker, with little help from supervisors. The structured visual OJT being investigated in this study supplements the current system by introducing two visual training methods for new employees. [IS215]

INTRODUCTION
_____
_____

105

WS CONTROLLED and GUIDED WRITING

TITLE and SUBTITLE

1-ws-c-1211 Write title and subtitle, any length, to five indicated abstracts.   Find text by number in the beginning of this unit.

3-text-1211 _____

_____

4-text-1211 _____

_____

8-text-1211 _____

_____

11-text-1211 _____

_____

12-text-1211 _____

_____

2-ws-c-1211   Combine words from title and subtitle into one sentence: simple (SI), compound (CD) or complex (CX).   Identify the sentence with two letter (ID).

3-text-1211 _____ ( )

4-text-1211 _____ ( )

8-text-1211 _____ ( )

11-text-1211 _____ ( )

12-text-1211 _____ ( )

Please handwrite on a separate sheet of paper.

UNSCRAMBLE SENTENCE
(phrases or words)

Remember every sentence **begins** with capital letter and **ends** with punctuation - period is the most common. Keeping in mind sentence structure, S-V-O, look for sentence SUBJECT PART and PREDICATE PART separated by **main verb.**

Here are five scrambled sentences. The first three are scrambled sentence phrases (marked phrases). The last two are scrambled sentence words (marked words). Sentences come from Chapter 1, Unit 1.

EXAMPLE

(10 words and 1 phrases)
    elements   library   marketing   number   of a
    of   public   paper   plans.   reviews   This
        This   **reviews**   **plans.**

1st try FAILED because two are left: "elements" & "of a"
        This   public   library   **reviews**   number   of   paper
        marketing   **plans.**
2nd try SUCCESSFUL
    This paper **reviews** elements of a number of public library marketing **plans.**

3-ws-c-1211   Unscramble

1 - (5 phrases)   and offers a new   This article   addresses that issue
                teaching of literature.   perspective on the

_____

2 - (6 phrases)   Various community   organizations were   developed into
                identified as   service learning sites.   partners and

_____

3 - (4 phrases)   Changing demographics are   understanding between
                increased the generations.   dictating a need for

_____

4 - (12 words)   activated   A   fundamentally   democratic   society
            is   upon   an   educated   and   citizenry.   dependent

_____

5 - (8 words)   a   paper   introduces   team-based   to
                service.   This   approach

_____

STAND-ALONE-PARAGRAPH

BASIC paragraph of 6 sentences (5+1). Use the 6th sentence in any of the 3 parts.
DIVIDED into 3 parts
   (1) TOPIC SENTENCE - introduction, focus sentence, (1 or 2 sentences) indicates what
        the text is about
   (2) BODY - details, explains (3 or 4 sentences)
   (3) FINAL THOUGHT - conclusion (1 or 2 sentences) reiterates what the text is about
        or demonstrates its benefit to the reader
ADDRESSING one subject, one thesis the paragraph is going to deal with

4-ws-c-1211

Use the two sections below, article's abstract and introduction, to describe in one paragraph
what the article is about? After you identify which section is abstract and which introduction:
(1) Start writing the first sentence to stand-alone-paragraph by using
     one of six phrases from step TOPIC SENTENCE - USEFUL PHRASES
(2) For the BODY, besides content words, use function words from article's introduction.
     To detail discussed subject, use coordinating conjunctions (and, but, or, so, yet, for, nor).
(3) End paragraph with phrase selected from ten available in step FINAL THOUGHT -
     USEFUL PHRASES. Be sure to complete selected phrase.

_____
_____

IDENTIFY ABSTRACT / INTRODUCTION

Post-industrial firms exhibit characteristics that profoundly affect the range, complexity, and
delivery of knowledge required by employees. This raises the question of whether new principles
are needed to guide training in the post-industrial firm. The article argues that three fundamental
principles that apply to training and learning generally are also applicable to today's business
organizations: (1) approach training scientifically, (2) treat employees as active learners, and (3)
make learning an ongoing process. Training managers should tailor these principles to fit the
specific training and learning needs of their organizations. [JF113]

IDENTIFY ABSTRACT / INTRODUCTION

Our post-industrial age marks not only the end of the heyday of the industrial era, but the
emergence of a distinctive kind of business organization. Most obviously, post-industrial firms
are ones that increasingly engage in activities that do not require a heavily industrial
infrastructure. They are also characterized by changing phenomena involving such key factors as
the firm's purposes, its internal and external operating environments, the nature of the tasks to be
performed, how and how fast the firm changes, and its structural and functional mechanisms.
Often, post-industrial firms are also the locus of profound changes in the range, depth,
complexity, and timely delivery of the knowledge and skills required by employees to perform their
jobs effectively. These changes have important implications for training and learning in today's
workplace and raise crucial questions for training managers. These include questions such as the
following: What training and learning principles are appropriate for the new business
environment? Do substantially new conditions indicate that a novel set of principles is needed in
the post-industrial firm? Or can at least some older training principles be carried forward into the
new environment? This article provides at least partial answers to these questions. The first
section of the article discusses how characteristics of post-industrial firms affect workplace
training and learning. The second part addresses three basic principles that are applicable to
virtually any training environment. [JF113]

UNIT 12

INDErPENDENT and DEPENDENT CLAUSE
and
FOUR SENTENCE PATTERNS

INDEPENDENT CLAUSE has word order **S-V-O** Subject-Verb-Object
    S is required - can be noun or pronoun   (one or more words)
        To identify **S** ask: Who or what ?
    V is required - shows tense   (one or more words)
        To identify **V** ask: What action or what happened?
    O is not required   but when it is (one or more words)
        To identify **O** ask: To what? / For what? or To whom? / For whom?
INDEPENDENT CLAUSE expresses a complete thought,   makes
    sense standing alone,   INDEPENDENT CLAUSE = SENTENCE

DEPENDENT CLAUSE also has **S-V-O** or just **S-V** but it   does not
    express a complete thought. DEPENDENT CLAUSE ≠ SENTENCE
    It can be identified by   DEPENDENT MARKER WORDS (24):
        after, although, as, as long as, as soon as, because, before,
        how, if, in order that, since, so that, that, unless, until,
        what, when, where, whether, which, while, who, whose, why.

FOUR SENTENCE PATTERNS - number and type of clauses   determines
    sentence pattern.
    1. SIMPLE one independent clause
    2. COMPOUND more than one independent clause
    3. COMPLEX one independent and at least one dependent clause
    4. COMPOUND-COMPLEX more than one independent clause
                and at least one dependent clause

1-text-1212

This paper sheds light on the effects of anxiety of learners of Spanish at the university level by comparing students' attitudes toward anxiety with their performance on a class task. After highlighting related research on anxiety in the classroom, we discuss the methods that were used to elicit the data. The results show that students who simply reported feeling "normal" performed better than those who felt anxious or calm. It was also found that students are not always accurate predictors of their performance and that foreign language is less likely to cause anxiety than other subjects. In addition, the factors that most decrease anxiety are often those that are out of the hands of educators, such as the level of preparation by the student.   [TF o19]

2-text-1212

This article first explains the issue of the plateau level of communication along with its likely causes and effects. It then presents a series of concrete suggestions, of use to researchers and classroom teachers, that can open a path to bilingualism for students in an immersion setting. [TF o13]

3-text-1212

As a form of experiential education, action learning projects require that students adopt vastly different learning roles and accountabilities within a learning environment that is both foreign and uncomfortable. Through careful analysis of student reflections and instructor observations from three action learning projects, a set of student learning insecurities emerged. This paper describes these learning insecurities and offers practical solutions for helping students navigate the ambiguity of these real-world challenges.   [SS o16]

4-text-1212

Few educational opportunities are as immersive and experiential as a discipline-specific internship in a university student's chosen field. Through a well-planned internship, the student is able to transform classroom theory into practical application in an actual work setting with a potential future employer. This paper describes how one program structures this experience, the key components that differentiate it from just another summer job, and some of the challenges and opportunities faculty encounter during administration.   [SS oo5]

5-text-1212
Implementing a student-centered writing and publishing project (SCWPP) can help solve two key problems in the beginning and intermediate foreign language (FL) classroom: 1) the lack of personal and creative writing opportunities, which makes it difficult for students to become engaged and value writing in the target language and 2) the dearth of interesting and meaningful reading materials for beginning and intermediate college FL students. This article first proposes a rationale for implementing a SCWPP in the intermediate FL classroom. Second, it presents some general implementation guidelines. Next, it reports on a study, which surveyed intermediate French students on the usefulness and interest of a SCWPP. Finally, on the basis of the reported survey results, the author draws a number of conclusions and discusses potential implications for the intermediate FL classroom.   [LFo75]

6-text-1212
The current study focuses on advanced argumentative ESL college writing. A survey of writing instructors from the University of [LFo28] was conducted to determine how ESL college students function in the mainstream classroom alongside native speakers. This article attempts to address the following questions concerning writing research and teaching methodology: What advantages and disadvantages are there to linking college courses on social issues with writing courses? How important is it for instructors to consider ESL students' writing background when designing writing lessons? Should instructors challenge ESL students with complex writing tasks? How can ESL students succeed better in a writing course designed for native speakers? [LFo28]

7-text-1212
The program, hereinafter refereed to as the Universal Program, applied the constructivist learning techniques by encouraging students to experience real learning that was practical, performance-based, multidisciplinary and global, and which could be connected to contemporary world events. This paper describes the experiences and activities of the Universal Program and application of the constructivist principles in learning.   [JFo71]

8-text-1212
Web-based distance learning is transforming teaching and learning in higher education. As the long-standing tradition of the physical classroom as the embodiment of higher education changes, new perspectives on what education "looks like" are emerging.   Although distance educators and administrators frequently comment on their struggles with skepticism among university faculty about distance education, there is little systematic exploration of the issue. Case studies flourish in the literature, yet little synthesis of these isolated explorations has been conducted.   This paper examines common barriers to distance learning among higher education faculty, discusses intrinsic and extrinsic motivating factors, and examines the role of incentives in promoting participation. Considerations for program planning in support of distance learning initiatives are presented.   [LF100]

111

9-text-1212

This paper examines a successful internship program through both the viewpoints of the internship coordinator and the program director. The program examined is in an applied discipline with both technical and managerial components, construction management. It provides a discussion of their current curriculum and course description, the experiential components, and some specific examinations of challenges and opportunities. This may provide a beginning point for dialogue for other faculty members and administrators who are evaluating implementing an internship program as well as those considering updating an existing program. [SS oo5]

10-text-1212

This paper describes a set of student learning insecurities demonstrated in action learning projects (ALPs), which must be overcome for students to capitalize on the opportunities this form of experiential education offers. Understanding these insecurities is useful as they provide insights into students' sensemaking and the types of resistance commonly experienced as students shift from being the receivers of knowledge to actors using their learning in novel and practical ways. The paper concludes by offering practical suggestions for the design and facilitation of ALPs to support the development of students' professional competence and confidence in navigating the complexity and ambiguity of real-world challenges.   [SS o16]

11-text-1212

This article provides a reflection, as well as some practical ideas, to inspire researchers and teachers to further develop one of the fundamental principles underlying bilingual education programs based on immersion pedagogy. It seeks a means to counterbalance the strong emphasis on the instrumental use of language characteristic of immersion programs, in order to develop students' skills, not only as communicators but also as life-long reflective learners. [TF o13]

12-text-1212

This study compares the results of a questionnaire about anxiety completed by university students of Spanish with a grammar quiz. The results reveal that students who admit to feeling "normal" earned the highest scores. The students proved to be poor predictors of their success, and they admit that subject areas other than foreign languages are more anxiety provoking. The students indicate that what most affected their level of anxiety was often contributed to outside factors (amount of sleep, preparation). While anxiety can affect classroom performance, these effects are less detrimental than previously thought. [TF o19]

Please handwrite on a separate sheet of paper.

PUNCTUATION MARKS (13)

1-ws-v-1212

Copy each section.   Write total number of periods, commas, colons, semicolons, hyphens, parentheses, brackets, ellipses, slashes, apostrophes, question marks, quotation marks, exclamation marks. Write NA when not applicable, not available.

1-text-1212 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

2-text-1212 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

3-text-1212 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

4-text-1212 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

5-text-1212 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

6-text-1212 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

7-text-1212 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

8-text-1212 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

9-text-1212 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

10-text-1212 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

11-text-1212 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

12-text-1212 _____
__ periods __ commas __colons __semicolons __hyphens __ parentheses __apostrophes
__ellipses __slashes __ question marks __exclamation mark __brackets __quotation marks

113

FUNCTION WORDS

Words that are not content words are called function words.
Function words explain or create grammatical or structural relationships
into which content words may fit such as clauses, sentences, paragraphs.
Here are three frequently used subsets of function words.

COORDINATING CONJUNCTIONS connect two equal words   (2 nouns,
2 verbs, 2 modifiers) or 2 independent clauses. They include **(7)**
and, but, or, so, yet, for, nor

SUBORDINATING CONJUNCTIONS connect grammatical elements
such as dependent and independent clause. They include **(24)**
after, although, as, as long as,   as soon as, because, before,
how, in order that, if, since, so that,   that, unless, until, what,
when, where, whether,   which, while, who, whose, why.

CORRELATIVE   CONJUNCTIONS are coordinating conjunctions that
work in pairs to connect elements in a sentence. They include **(7)**
although...yet,   both...and, either...or,   neither...nor,
not...but,   not only...but also,   whether...or.

Note, multiple names for the same grammatical concept, entity:
Content Words are also known as lexical, autosemantic, open class words.
Function Words are also known as structure, grammatical, closed class,
empty words.   Conjunctions are also known as transition words.

2-ws-v-1212

Copy all function words into three groups, **7, 24, 7.** Write number
of different function words at the end of each group.

1-text-1212   7 _____ **( )**
24 _____ **( )**
7 _____ **( )**

2-text-1212   7 _____ **( )**
24 _____ **( )**
7 _____ **( )**

3-text-1212   7 _____ **( )**
24 _____ **( )**
7 _____ **( )**

4-text-1212   7 _____ **( )**
24 _____ **( )**
7 _____ **( )**

5-text-1212   7 _____ **( )**
24 _____ **( )**
7 _____ **( )**

6-text-1212   7 _____ **( )**
24 _____ **( )**
7 _____ **( )**

7-text-1212 7 _____ ( )
24 _____ ( )
7 _____ ( )

8-text-1212 7 _____ ( )
24 _____ ( )
7 _____ ( )

9-text-1212 7 _____ ( )
24 _____ ( )
7 _____ ( )

10-text-1212 7 _____ ( )
24 _____ ( )
7 _____ ( )

11-text-1212 7 _____ ( )
24 _____ ( )
7 _____ ( )

12-text-1212 7 _____ ( )
24 _____ ( )
7 _____ ( )

Have you created two glossaries of words used in WAAE-W?

TEXT GLOSSARY - words and phrases used in   the text, from
Academic Exchange Quarterly.
WORKBOOK GLOSSARY - remaining words and phrases such as
explanations, instructions and exercises…
The following steps are the same for each glossary:
First, copy words and phrases into two different files in MS
Word DOC
Second, arrange alphabetically in a column
Third, add square brackets [ ] to the right of each word, phrase
Next, inside square brackets [ ] keep tally of how many times
it has appeared in units 1, 2… 7…11, 12…19…23, 24
Then , to the right of [ ] start writing your simple definition in English.
Finally, if you know, identify part of speech.
Otherwise leave it blank until you are ready to complete it.
EXAMPLE
Education [7] noun - instruction at a school
Increasing [1] gerund - getting bigger or expanding

115

WHICH   IS   WHICH
ABSTRACT vs INTRODUCTION

Here are four visual elements that may offer clue whether text, section,
is abstract or introduction.   The assumption is that each section has
approximately the same number of words.

In the selection below, text is INTRODUCTION when it has:
1) more independent clauses than abstract
2) more different punctuation marks than abstract
3) NOT more different   content words than abstract
4) more different function words than abstract

36 common function words:
a, an, and, as, at, between, but, can, do, for, have, he,
in, is, it, may, more, much, need, no, not, of, on, one, or,
our, that, the, they, to, was, we, when, while, with, without.

*Notice, the above approach is not absolute rule, but following it helps
to progress to more intricate conventions of academic writing.*

3-ws-v-1212

Here are   two sections. Analyze each section text in light of the above listed
four elements. YES answer gives credit to introduction.   When there is a tie,
two credits each, try to analyze again.   Otherwise, answer these two questions.
(1) Is first-person pronoun (I or We) used in text?
(2) Is future tense used in text?
YES answer confirms section to be introduction.
When finished, circle your answer.

ABSTRACT / INTRODUCTION

This paper examines a successful internship program through both the viewpoints of the
internship coordinator and the program director. The program examined is in an applied discipline
with both technical and managerial components, construction management. It provides a
discussion of their current curriculum and course description, the experiential components, and
some specific examinations of challenges and opportunities. This may provide a beginning point
for dialogue for other faculty members and administrators who are evaluating implementing an
internship program as well as those considering updating an existing program. [SS oo5]

ABSTRACT / INTRODUCTION

This study compares the results of a questionnaire about anxiety completed by university students
of Spanish with a grammar quiz. The results reveal that students who admit to feeling "normal"
earned the highest scores. The students proved to be poor predictors of their success, and they
admit that subject areas other than foreign languages are more anxiety provoking. The students
indicate that what most affected their level of anxiety was often contributed to outside factors
(amount of sleep, preparation). While anxiety can affect classroom performance, these effects are
less detrimental than previously thought.   [TF o19]

WS PRACTICE
SIMPLE SENTENCE
word order   Subject - Verb - Object   (SVO)

The first two, SV, are required. The last one, O, is not.
To identify the first two, SV, look for a verb between subject part
(Who? or What?) and predicate part (What action? or What happened?).

S (noun or pronoun)   V (verb)
one or more words   one or more words
_____ VERB _____

SUBJECT PART (SP)   PREDICATE PART (PP)
(words to the left of verb)   (words to the right of verb)

1-ws-p-1212

Here are five sentences. Divide each sentence into SP and PP.

                                                                    EXAMPLE

> The use of computers and technology has drastically changed how
> students learn. [SH 116]
>   (SP) The use of computers and technology   VERB - has
>   (PP) has drastically changed how students learn.

1) The aim of this article is to promote the use of video games in classrooms. [RS144]
    (SP) _____   VERB _____
    (PP) _____

2) The conclusions of this study advocate for classroom debate as an effective pedagogical
                                                        technique. [SS o95]
    (SP) _____   VERB _____
    (PP) _____

3) The research evaluated includes varying forms of exercise studies. [TF o99]
    (SP) _____   VERB _____
    (PP) _____

4) The purpose of this paper was to report the how an emphasis on instruction in
    science classrooms can benefit the critical thinking abilities of 5th and 6th grade
     students who are considered low-achievers. [TFo77]
    (SP) _____   VERB _____
    (PP) _____

5) A biology assignment addressed the tensions between evolutionary biology
     and college students' personal belief systems. [SS o67]
    (SP) _____   VERB _____
    (PP) _____

117

FUNCTION WORDS (22 and 24)
help to identify
INDEPENDENT and DEPENDENT CLAUSE

22 - INDEPENDENT MARKER WORDS (IMW): also, finally, first, furthermore,
      hence, however, in conclusion, indeed, instead, likewise, moreover,
      nevertheless, next, now, second, similarly, so, still, then, therefore, third, thus.

24 - DEPENDENT MARKER WORDS (DMW): after, although, as, as long as,
      as soon as, because, before, how, in order that, if, since, so that,   that, unless,
      until, what, when, where, whether,   which, while, who, whose, why.

INDEPENDENT CLAUSE uses IMW and semicolon:
    1- IMW at the beginning of a   sentence

      IMW _____ .
    2- when the second clause has IMW, a semicolon before IMW

      _____ ; IMW _____ .

DEPENDENT CLAUSE uses   DMW and comma
     3- DMW at the beginning, a comma before the second

      DMW _____ , _____ .
    4- when the second clause has DMW,   there is no comma.

      _____ DMW _____ .

2-ws-p-1212

In each section find one   sentence that has IMW or DMW.   Write "0" if none
available.   Then copy 1 of 4 diagrams representing sentence. Finally write out
the sentence.

                                            EXAMPLE

> **1-text-1101** [JFoo7]
>
> North American colleges and universities are increasing their use of online education. While
> there is a large volume of literature on the reasons for administrators' offering online education,
> there is less written on why students take such courses. In this paper, using a sample of 101
> graduate business school students, we examine the factors associated with the adoption of
> online education by students. Implications for administrators are discussed. [JFoo7]
>
> DMW _____ , _____ .
>
> While there is a large volume of literature on the reasons for administrators' offering
> online education, there is less written on why students take such courses.

1-text-1212   Then copy 1 of 4 _____
                    Finally write out sentence _____
                    _____

2-text-1212   Then copy 1 of 4 _____
                       Finally write out sentence _____
                       _____

3-text-1212   Then copy 1 of 4 _____
                       Finally write out sentence _____
                       _____

4-text-1212   Then copy 1 of 4 _____
                       Finally write out sentence _____
                       _____

5-text-1212   Then copy 1 of 4 _____
                       Finally write out sentence _____
                       _____

6-text-1212   Then copy 1 of 4 _____
                       Finally write out sentence _____
                       _____

7-text-1212   Then copy 1 of 4 _____
                       Finally write out sentence _____
                       _____

8-text-1212   Then copy 1 of 4 _____
                       Finally write out sentence _____
                       _____

9-text-1212   Then copy 1 of 4 _____
                       Finally write out sentence _____

10-text-1212   Then copy 1 of 4 _____
                       Finally write out sentence _____
                       _____

11-text-1212   Then copy 1 of 4 _____
                       Finally write out sentence _____
                       _____

12-text-1212   Then copy 1 of 4 _____
                       Finally write out sentence _____
                       _____

Please handwrite on a separate sheet of paper.

PUNCTUATION WITHIN A SENTENCE

SENTENCE has word order   Subject - Verb - Object   (S-V-O)
  1- begins with capital letter
  2- ends with punctuation - period is most common
  3- may have other punctuations inside such as **comma, semicolon, colon.**

Comma is used:
  1- between words on a list
          word**,** word**,** word _____
  2- after or before extra phrase at the start or end of sentence
          After at the start**,** _____
          _____ **,**before at the end
  3- around extra phrase within sentence
          _____ **,** around extra phrase**,** _____

Semicolon is used:
  4- to join two closely linked INDEPENDENT CLAUSES

          _____ independent clause **;** independent clause _____
  5- to separate lists of words or phrases

          ___ word, word, word **;** phrase, phrase, phrase _____

Colon is used:
  6- before listing words or phrases
          _____ **:** before listing word _____
  7- often instead of semicolon between INDEPENDENT CLAUSES
          ___ word, word, word **;** phrase, phrase, phrase _____

3-ws-p-1212

For each section write number of sentences; and number of commas, semicolons, colons in each sentence. When section has more than two sentences (1st and 2nd) add additional entries (3rd, 4th, 5th).

1-text-1212 _____ number of sentences
          1st sentence: __commas __ semicolons __ colons
          2nd sentence: __commas __ semicolons __ colons
2-text-1212 _____ number of sentences
          1st sentence: __commas __ semicolons __ colons
          2nd sentence: __commas __ semicolons __ colons
3-text-1212 _____ number of sentences
          1st sentence: __commas __ semicolons __ colons
          2nd sentence: __commas __ semicolons __ colons
4-text-1212 _____ number of sentences
          1st sentence: __commas __ semicolons __ colons
          2nd sentence: __commas __ semicolons __ colons
5-text-1212 _____ number of sentences
          1st sentence: __commas __ semicolons __ colons
          2nd sentence: __commas __ semicolons __ colons
6-text-1212 _____ number of sentences
          1st sentence: __commas __ semicolons __ colons
          2nd sentence: __commas __ semicolons __ colons

7-text-1212   _____ number of sentences

               1st sentence: __commas __ semicolons __ colons
               2nd sentence: __commas __ semicolons __ colons

8-text-1212   _____ number of sentences

               1st sentence: __commas __ semicolons __ colons
               2nd sentence: __commas __ semicolons __ colons

9-text-1212   _____ number of sentences

               1st sentence: __commas __ semicolons __ colons
               2nd sentence: __commas __ semicolons __ colons

10-text-1212   _____ number of sentences

               1st sentence: __commas __ semicolons __ colons
               2nd sentence: __commas __ semicolons __ colons

11-text-1212   _____ number of sentences

               1st sentence: __commas __ semicolons __ colons
               2nd sentence: __commas __ semicolons __ colons

12-text-1212   _____ number of sentences

               1st sentence: __commas __ semicolons __ colons
               2nd sentence: __commas __ semicolons __ colons

PRONOUNS

THEY acts as the subject; used
     -- to replace nouns that are the subject of a clause
     -- often used to avoid repetition of the subject's name.
THEM   acts as the object; used to replace nouns that are
     the direct or indirect object of a clause

4-ws-p-1212

Here are five sentences.   Fill in the blank with THEY or THEM - subject or object. Then underline the subject of a clause.

(1) This article reports on students' citation patterns as a means of judging the extent to which _____ chose to use iPads as a research tool. [SS113]

(2) The analysis of results shows that students performed better on standardized test questions related to topics _____ had debated compared to those they had studied in traditional ways. [SS o95]

(3) The basic purposes of inquiry strategies involve children using manipulative materials to aid _____ in their development, discovery, and understanding of scientific concepts. [TF 124]

(4) Although the students demonstrated proficiency in understanding and explicating evolutionary theory, _____ resisted the factual application and implications of the theory. [SS o67]

(5) In particular, they liked the "memorable moment" assignment, which asked them to respond to a public image that defined their generation or that spoke to _____ personally in some significant way. [IS060]

WS TEST YOURSELF
SENTENCE STRUCTURE

Depending on the number and type of clauses, sentences can be classified as
    SIMPLE one independent clause
    COMPOUND more than one independent clauses
    COMPLEX one independent clause and at least one dependent
    COMPOUND-COMPLEX   combination of two complex

1-ws-t-1212

Copy the entire section.   Start every sentence in a new line. Add lines if more than
 two sentences. At the end of the sentence, identify structure with two-letter (ID):
SIMPLE (SI)   COMPOUND (CO),   COMPLEX (CX),   COMPOUND-COMPLEX (CC).
Write (UN) unable to complete it - do not understand.

1-text-1212   _____ ( )
_____ ( )

2-text-1212   _____ ( )
_____ ( )

3-text-1212   _____ ( )
_____ ( )

4-text-1212   _____ ( )
_____ ( )

5-text-1212   _____ ( )
_____ ( )

6-text-1212   _____ ( )
_____ ( )

7-text-1212   _____ ( )
_____ ( )

8-text-1212   _____ ( )
_____ ( )

9-text-1212   _____ ( )
_____ ( )

10-text-1212   _____ ( )
_____ ( )

11-text-1212   _____ ( )
_____ ( )

12-text-1212   _____ ( )
_____ ( )

VERB FORMS
TO BE, TO DO, TO HAVE

TO BE am, are, is, was, were
TO DO   do, does, did, done
TO HAVE have, has, had

2-ws-t-1212

Here are five sentences: a-b-c-d-e.
Choose the correct verb form for each   sentence.

a) The use of wikis within online courses _____ started to accrue some
   data on its efficacy. [SH 103]

b) Open-ended assignments _____ a useful tool in tablet initiatives to
   gauge student interest in new learning technologies.   [SS 113]

c) The tool "wiki" started being integrated into education before there
   _____ much empirical evidence about its efficacy in this domain. [SH 103]

d) The intent of this article _____ to establish learning about grading as an
   important learning outcome of student-teacher interactions about
   grades. [SH 134]

e) Then the benefits of student-teacher interactions in which students
   learn about grading _____ described.   [SH 134]

Please write on a separate sheet of paper.

Handwriting helps to remember words, phrases and content.

USEFUL PHRASES
for a first sentence in the stand-alone paragraph.
TOPIC SENTENCE
ought to be related to the subject at hand, the controlling idea

3-ws-t-1212 Here are six phrases and five partial sentences.
The purpose of this study was to _____
This study analyzes _____
Findings revealed an _____
The article begins with a _____
The limitations of the study _____
This article presents _____

Choose correct phrases to complete five sentences below. You may add or delete a function word while completing. One extra phrase, has no sentence match. Write NA when not able to complete it.

-1-
_____ a case study of three firms' online forum activities that illustrates both approaches to social media use as background for class discussion. [TF130]
-2-
_____ discussion of the primacy of grades and the challenges to student-teacher interactions about them.   [SH 134]

-3-
_____ citation patterns in an algebra writing assignment completed by students in two sections of college algebra, one that used iPads throughout the semester and one that did not.   [SS 113]

-4-
_____ understand teacher beliefs about teaching mathematics over the course of an elementary mathematics teaching methods course. [SS107]
-5-
_____ increase in positive beliefs about teaching mathematics over the semester, but there were no differences in participants' beliefs between the three programs. [SS107]

Please handwrite on a separate sheet of paper.

USEFUL PHRASES
for a sentence in the stand-alone paragraph
FINAL THOUGHT
indicates what the text is about or demonstrates its benefit to the reader

4-ws-t-1212 Here are 10 phrases. The function word (FW) at the end may be deleted or replaced. Also may change singular/plural format as in #1 & 2; or replace a content word e.g. decide on one of 4 available, #3.

1-Lastly, concluding comments are proffered and (then) _____
2-Lastly, a concluding comment is proffered and (then) _____
3-The (article, paper, research, study) concludes (by) _____
4-The paper ends with practical suggestion (to) _____
5-This study is important in terms (of) _____
6-The results of this study may assist _____
7-The conclusions of this study advocate (for) _____
8 -Findings may be used (to) _____
9 -The data from this study demonstrates (how) _____
10-The data demonstrates the importance (of) _____

Compose FINAL THOUGHT to a text selected by you from from Chapter 1, Unit 1. Start the sentence with a phrase from 10 listed above. End it using content and function words.

EXAMPLE

> **1st -- Copy abstract that you are familiar with** [JF133]
> Most college campuses have <u>writing centers</u>, where students can <u>get help</u> from professional and peer tutors with their writing skills. When <u>students</u> <u>need research</u> help, they can get help from librarians. But wouldn't it be great if writing centers and <u>libraries</u> could collaborate and combine the benefits of peer tutoring with <u>research assistance</u>? This article presents one collaborative approach to combining a writing center's peer tutoring program with a library's research assistance program.
> **2nd -- Select 4-9 key content and function words from abstract:** writing, writing, centers, get, help, students, need, libraries, research, assistance
> **3rd -- While selecting a phrase from** 10 **listed, zero in on key words**
> **e.g.** <u>students</u> <u>need</u> <u>help</u>. **There are three phrases** # (4, 6, 7)
> **fitting content words such as** suggestion, assist, advocate.
> **4th -- After further elimination, plural and word choice, decided on**
> #4 The paper ends with practical suggestion to _____
> **5th --** FINAL THOUGHT The paper ends with practical suggestion to get research help to students.
> **6th --** Notice, often there may be more than one correct answer, FINAL THOUGHT.

1st -- Abstract ID # _____ and text _____
_____
_____

3rd -- Phrase # _____ and wording _____

5th -- FINAL THOUGHT _____
_____

125

WHICH IS WHICH
ABSTRACT given, find INTRODUCTION
Use ABSTRACT content words to find matching text, INTRODUCTION
Content words have meaning.
Content words express key ideas in a sentence.
Content words are nouns, verbs, adjectives, adverbs.

5-ws-t-1212
The assumption is that abstract and introduction have common content words.
First write out at least five content words from given abstract.
Then search the following four sections (3, 5, 7, 9) for matching content
words. Often three matches are enough to make a decision. If not sure.
try again by adding couple more content words (verbs, adjectives).

EXAMPLE

First write out five content words.   Then search four sections for matches.

impact   conversation   partner   ESL   teacher   cultures

ABSTRACT
This article investigates the impact of a conversation partner project in which pre-service ESL
(English as a Second Language) teachers were required to work with ELLs (English
Language Learners) as conversation partners. Data gathered from journal entries show that
the conversation partner project helped pre-service teachers better appreciate other cultures,
understand ELLs, and practice their teaching skills.   [RHo44]

INTRODUCTION - write it out
The present article reports on the impact of a conversation partner project in which pre-
service ESL teachers met with international students whose native language was other than
English.   The article is organized as followings: first, putting forward a rationale calling for
more contact between ELLs and pre-service ESL teachers; second, introducing the
participants and the project; third, showing the results; and finally, there are discussions and
recommendations for ESL teacher preparation programs.

_____   _____   _____   _____   _____

ABSTRACT
In traditional learning practices whereby students simply receive and consume knowledge, they
fail mostly to utilize and develop their potential, and end up typically becoming part of the
traditional graduates with limited real life experiences. Constructivism allows students to
experience learning and construct knowledge. Critics argue that applying constructivist principles
is impractical. However, the theory can be implemented if the learning environment is organized to
facilitate the application of constructivist styles without discarding parts of the traditional structure
that is helpful. A hybrid of different styles that do not conflict, but instead complement one another,
is a significant way to deliver instruction. This paper describes a mid-western university certificate
program's application of constructivist learning styles. [JFo71]

INTRODUCTION
_____
_____

WS CONTROLLED and GUIDED WRITING

TITLE and SUBTITLE

1-ws-c-1212 Write title and subtitle, any length, to five indicated abstracts. Find text by number in the beginning of this unit.

3-text-1212 _____
_____

4-text-1212 _____
_____

8-text-1212 _____
_____

11-text-1212 _____
_____

12-text-1212 _____
_____

2-ws-c-1212 Combine words from title and subtitle into one sentence: simple (SI), compound (CD) or complex (CX). Identify the sentence with two letter (ID).

3-text-1212 _____ ( )

4-text-1212 _____ ( )

8-text-1212 _____ ( )

11-text-1212 _____ ( )

12-text-1212 _____ ( )

Please handwrite on a separate sheet of paper.

UNSCRAMBLE SENTENCE
(phrases or words)

Remember every sentence **begins** with capital letter and **ends** with punctuation - period
is the most common.   Keeping in mind sentence structure, S-V-O,   look for   sentence
SUBJECT PART and   PREDICATE PART   separated by **main verb.**

Here are five scrambled sentences. The first three are scrambled   sentence phrases
(marked phrases). The last two are scrambled sentence words (marked words).
 Sentences come from Chapter 1, Unit 1.

EXAMPLE

> (10 words and 1 phrases)
>   elements   library   marketing   number   of a
>   of   public   paper   plans.   reviews   This
>   **This**   **reviews**   **plans.**
>
> 1st try   FAILED because two are left: "elements" & "of a"
>   **This**   public library **reviews** number of   paper
>   marketing   **plans.**
> 2nd try SUCCESSFUL
>   **This** paper **reviews** elements of a number of public library marketing **plans.**

3-ws-c-1212   Unscramble

1 - (6 phrases)   first year   study analyzes   journals in a

   student service-learning   This qualitative   experience program.
   _____

2 - (5 phrases)   college after   Financial support   was provided to

            those who entered   completing the program.
   _____

3 - (5 phrases)   lessons learned,   areas for further   and a discussion of

           work are presented.   The results,
   _____

4 - (19 words)   students   from   the   behavioral   and   social

          course. Most   are   required   to   enroll   in
            at   least   one   college   statistics   sciences
   _____

5 - (18 words)   students' needs.   a   discussion   of   considerations
   upon   which   instructors   must   reflect in   order to   address
   This   paper   provides
   _____

STAND-ALONE-PARAGRAPH

BASIC paragraph of 6 sentences (5+1). Use the 6th sentence in any of the 3 parts.
DIVIDED into 3 parts
   (1) TOPIC SENTENCE - introduction, focus sentence, (1 or 2 sentences) indicates what
      the text is about
   (2) BODY - details, explains (3 or 4 sentences)
   (3) FINAL THOUGHT - conclusion (1 or 2 sentences) reiterates what the text is about
      or demonstrates its benefit to the reader
ADDRESSING one subject, one thesis the paragraph is going to deal with

4-ws-c-1212

Use the two sections below, article's abstract and introduction, to describe in one paragraph
what the article is about? After you identify which section is abstract and which introduction:
(1) Start writing the first sentence to stand-alone-paragraph by using
   one of six phrases from step TOPIC SENTENCE - USEFUL PHRASES
(2) For the BODY, besides content words, use function words from article's introduction.
   To detail discussed subject, use coordinating conjunctions (and, but, or, so, yet, for, nor).
(3) End paragraph with phrase selected from ten available in step FINAL THOUGHT -
   USEFUL PHRASES. Be sure to complete selected phrase.

_____
_____
_____

IDENTIFY ABSTRACT / INTRODUCTION

The program, hereinafter refereed to as the Universal Program, applied the constructivist learning techniques by encouraging students to experience real learning that was practical, performance-based, multidisciplinary and global, and which could be connected to contemporary world events. This paper describes the experiences and activities of the Universal Program and application of the constructivist principles in learning. [JFo71]

IDENTIFY ABSTRACT / INTRODUCTION

In traditional learning practices whereby students simply receive and consume knowledge, they fail mostly to utilize and develop their potential, and end up typically becoming part of the traditional graduates with limited real life experiences. Constructivism allows students to experience learning and construct knowledge. Critics argue that applying constructivist principles is impractical. However, the theory can be implemented if the learning environment is organized to facilitate the application of constructivist styles without discarding parts of the traditional structure that is helpful. A hybrid of different styles that do not conflict, but instead complement one another, is a significant way to deliver instruction. This paper describes a mid-western university certificate program's application of constructivist learning styles. [JFo71]

BIBLIOGRAPHY

Algeo, John. (1986), "The Two Streams: British and American English,"
   Journal of English Linguistics Vol. 19, No. 2 (Oct 1986)

Catford, J. (1974), A Linguistic Theory of Translation. New York, Oxford
   University Press

Chomsky, N. (1957), Syntactic Structures. The Hague: Mouton Publishers

Davies, Christopher. (2007), Divided by a Common Language: A Guide to
   British and American English. Boston: Houghton Mifflin Company

Doughty, C. and M. Long, M. (eds) (2003) The handbook of second language
   acquisition.   Oxford: Blackwell.

Grabe, W. and R.B. Kaplan. 1996. Theory and Practice of Writing: An Applied
   Linguistic Perspective. London: Longman.

Modiano, Marko. (1996). A Mid-Atlantic Handbook : American and
   British English. Sweden: Studentlitteratur

Ong, J., & Zhang, L. J. (2010). Effects of task complexity on the fluency and
   lexical complexity in EFL students' argumentative writing. Journal of
   Second Language Writing, 19, 218-233.

Rohdenburg, Günter, and Julia Schlüter (eds) (2009) One Language, Two
   Grammars? Differences Between British and American English,
   Cambridge University Press

- ° Note: WAAE content, spiral construction, is organized with increasing grammatical and lexical complexity.
- ° Grammatical complexity changes with every chapter.
- ° Lexical complexity changes with every unit.
- ° There are six units   in one chapter.
- ° This workbook consists of 2 Volumes, 8 Chapters, 48 Units.
- ° You are reading Volume 1, Chapter 2, Units 7, 8, 9, 10, 11, 12

End of unit 12

Writing American Academic English – Workbook

Next Unit 13, 14, 15, 16, 17, 18 in Fall 2018

131