

This is the unedited version of WAAE-W

Writing American Academic English

Workbook for Intermediate and Beyond Level

Steve Grzeskow-Pec

19 20 21 22 23 24

Academic Exchange Quarterly-WAAE
POB 131, Stuyvesant Falls, NY 12174 USA

URL <http://rapidintellect.com/AEQweb/>
EMAIL aequarterly@gmail.com
PHONE 518-697-8044

WAAE-W

2018 volume 1, 4 chapters, 24 units
2019 volume 2, 4 chapters, 24 units
Subtotal 2 vol, 8 chapters, 48 units

2020 volume 3, 4 chapters, 24 units
2021 volume 4, 4 chapters, 24 units
2022 volume 5, 4 chapters, 24 units

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.

Writing American Academic English is for international students in US colleges, college faculty in non-English countries, and independent learners with at least one year of college English or equivalent. In addition, because exercises and writing structures are based on original academic text, articles published in Academic Exchange Quarterly (AEQ), WAAE can be a useful supplement for any English teacher, and Writing Center or Writing Across the Curriculum faculty, staff.



Chapter 4

Preface

Small Steps or Big Strides

In the completed WAAE-W three chapters (1, 2, 3), year 2018, you were introduced to academic English with objective to gain some knowledge of syntax (e.g. sentence structure) and semantics (e.g. meaning of words). This 4th chapter can serve as a benchmark of how much and what knowledge was gained, passive and/or active.

In the ensuing WAAE-W four chapters (5, 6, 7, 8), Volume II - year 2019, you have opportunity to improve command of passive knowledge and to start small steps into active knowledge or (depending on a learner and allocated time) make big strides in passive and active academic English fluency.

In the forthcoming WAAE-W four chapters (9, 10, 11, 12), Volume III - year 2020, expect to gain additional fluency in writing academic English. Volume III may suit those who believe that "small steps can lead to big strides."

In the upcoming years, 2021 and 2022, Volume IV and V, plan to make further advances in writing academic English.

We welcome continuous feedback, and making this workbook part of your teaching and learning experience.

Steve Grzeskow-Pec

*Know the Basics***WORDS**

- content words
- function words

SENTENCES

- simple, one independent clause
- compound, more than one independent clause
- complex, one independent and at least one dependent clause
- compound-complex, more than one independent clause and at least one dependent clause

PARAGRAPHS

Five sentences is a common length for a paragraph.

A paragraph can be defined as a group of sentences or a single sentence.

- abstract
- introduction
- body
- conclusion

ESSAYS

A short essay may have:

- 3 paragraphs (introduction, body, and conclusion)
- 7-15 sentences
- 50-100 words

ARTICLES

A short article can have 4 paragraphs.



Academic Exchange Quarterly TEXT 12 sections:

1-text-1419

This consulting project was open to all of the MBA programs offered by the school. The learning outcomes from an international business practicum complemented the traditional class setting and gave the students perspectives which were difficult to bring into the classroom. Given the positive outcomes that were possible, MBA programs are advised to develop experiential international business education curriculum to their students in order to prepare them for managerial positions in the global business environment of the future.

2-text-1419

This article demonstrates that previous conceptualizations of learning opportunities for student-teacher interactions about grades have overlooked the utility of learning about grading during these interactions. The benefits of learning about grading may be challenging to facilitate because of the difficulties and negativity that can affect student-teacher interactions about grades. These challenges, however, do not excuse instructors from engaging in all grade conversations. This article asserts that student challenges should not be unwelcome by the teacher if the resulting communication serves to enhance the relational climate. Classroom cultures that facilitate student learning about grading and encourage students to initiate constructive conversations about grades can increase student-teacher interactions inside, and outside of the classroom.

03-text-1419

Supporting a practice-based media literacy is not difficult once these barriers to its acceptance are addressed. Once we get over our fear of our own lack of technical expertise and our sense that, as scholars, we know rather than do, we realize that the necessary tools and skills are widely available to us precisely as a feature of the media saturated world we live in. When we resist this expanded notion of literacy in the name of typographic superiority, we risk losing our students through irrelevance and subvert the goals of literacy itself. Practice-based work is not capitulation to a degraded media infused culture, but a way to work toward the same goals of literacy that have always motivated the humanities.

4-text-1419

The program described in this paper utilized the traditional formal structure to support the implementation and application of constructivist teaching and learning styles. Experience from the Universal Program exhibited that a hybrid of different styles that do not conflict, but instead complement one another, is a significant way to deliver effective instruction.

5-text-1419

The traditional learning styles provided students with limited practical, real life experiences. As a student-centered theory, constructivism allows students to experience learning and reflect on their experiences. Some people may argue that applying constructivist principles is impractical. This may be true if we follow the radical constructivists' views that constructivism cannot work in structured learning environments. However, the theory can be implemented if the learning environment is organized to facilitate the application of constructivist styles without discarding parts of the formal structure that are helpful.

6-text-1419

In the collaborative learning environment, outlined above, writing can be an instructional tool for both the expert and novice, insider and initiate. Certainly students learn disciplinary knowledge when they research a topic and write about that new knowledge in an academic setting. They also learn from feedback that each discipline values certain kinds of evidence structured in conventional ways. But teachers who write also learn (or re-learn, if you will) about their tacit knowledge of disciplinary principles, data, and processes. More important, when they write, they learn or re-examine tacit knowledge about disciplinary conventions for shaping discourse.

7-text-1419

The purpose of this paper is to document that deliberate process and how it relates to two specific questions: (1) How can a more deliberate process of program assessment design and implementation be initiated? (2) How can the use of specific technology impact the manner in which assessment is conducted in a college of education?

8-text-1419

By implementing such a program as has been described, writing centers and libraries create the ideal environment for such benefits to thrive. I feel confident that such a program could work. It is a flexible structure that takes into consideration the specific needs of the writing center, the library, and the librarians and tutors involved. It can theoretically be done with any number of tutors and librarians—it all depends on the willingness of those involved to be flexible and realize an opportunity to encourage and collaborate.

9-text-1419

In order to sustain continuous program improvement, colleges need to develop a deliberate program with a set of principles in place that define, document, and report findings based on evidence collected throughout the year. The College of Education has implemented such a system. Systematic assessment in the College of Education is successful because of the principles supporting the system: University and College support for the process; collaboration of the administration and faculty on the development of the mission; use of a common language; development of outcomes-based assessment plans; and continual coaching and support for assessment plan development and data management.

10-text-1419

Jurisprudence presented several design challenges in its development as an online course. UDC's prior experiences with distance education involved English Composition and independent study courses in history where student mastery of the material was primarily a function of individual effort and accomplishment relative to the course activities. Jurisprudence relies heavily on Socratic dialogue between the instructor and students as well as among the students themselves. This methodology involves a small group of students working together to deepen their understanding of a particular issue with the instructor functioning as facilitator. It is not collaborative learning as much as it is interdependent learning. Utilizing the Jurisprudence class as a case study, two issues are discussed within the context of pedagogy and distance education: the implementation of student-to-student interaction, and the impact of student interaction on the development of critical thinking skills. A third issue, surfacing in this study, relative to the "digital divide" and minority access to distance education is also examined.

11-text-1419

This indicates that student-centered pedagogical strategies such as debate not only help students to evaluate multiple and competing perspectives, support their arguments with good examples, and think critically about a topic but also help them to perform better on multiple choice assessments. Although direct instruction, rote memorization, and traditional "drill and kill" strategies may be more efficient or produce high test scores in the short-run, taking time to engage students in actively constructing meaning for themselves, often problematizing straightforward explanations, does not lower achievement on standardized tests. This study is also intended to serve as a model for teachers interested in conducting data-driven research of their own classroom practice in order to evaluate the relative effectiveness of different pedagogical strategies and provide objective support for techniques they know intuitively benefit their students.

12-text-1419

Internships offer experiential learning opportunities to students preparing to enter myriad applied fields. Internship goals are aligned with the goals of the program, that then work in tandem in two required experiences for students. Internships are required, carry academic credit, and allow enrollment through permission only. Faculty members attempt to visit as many students as practicable within geographic and time constraints. Experiential components begin with the search and preparation for the position, and continue throughout the term, including reflective processes and discussions that relate to the work being completed. Challenges and opportunities were also presented for those considering implementing or updating internship programs

WS VISUAL RECOGNITION

WORD USAGE FREQUENCY

Above are 12 TEXT sections.

Below are 3 columns with 36 lines (entries) each.

1-WS-V-1419

Copy any three content words from each TEXT section onto any three lines in the left column, randomly. You copied 36 words.

2-ws-v-1419

Copy words from the left column into the center one, alphabetically.

To the right of each word add letter Y (YES, I am familiar with it) or N (NO, I am not familiar with this word).

3-WS-V-1419

Copy words from the center column into the right one, arranged by usage frequency.

To get usage frequency, go to prepared yourself TEXT GLOSSARY where each word has square brackets [] to the right with a number inside indicating how many times word appeared already in WAAE-W (usage frequency).

Randomly

Alphabetically

Usage frequency

[illegible]

4-WS-V-1419

On the night (usage frequency) of _____
Ten or more YES may indicate positive progress in acquiring passive knowledge
of English.

WS PRACTICE

RECALL

LETTERS, WORDS, PHRASES

Given phrase consisting of letters and words:

"English as a Second Language"

1-ws-p-1419

Can you recall three letters abbreviation (acronym) for it?

If not, your own TEXT GLOSSARY has the answer.

Copy abbreviation here _____

2-ws-p-1419

Find the above acronym in any paragraph (section),

Unit 3 of Chapter 1. Write out the section

How many sentences in the section? _____

3-ws-p-1419

Write out the sentence with acronym

4-ws-p-1419

Identify sentence subject and predicate. Write out

SUBJECT _____

PREDICATE _____

5-ws-p-1419

Identify sentence pattern, circle suitable description:

- A. Simple, one independent clause
- B. Compound, more than one independent clause
- C. Complex, one independent and at least one dependent clause
- D. Compound-complex, more than one independent clause
and at least one dependent clause
- E. None of the above (See Chapter 2 for sentence patterns)

UNSCRAMBLE
(1-3)
ABSTRACT and CONCLUSION

Familiarity of *Know the Basics* and *WHICH is WHICH* may help.
See Chapter Three

Here are 3 sections of one article. Introduction text is written correctly.
Next two sections (Abstract and Conclusion) have sentence order scrambled.

INTRODUCTION Student philanthropy has been defined as an experiential learning approach that provides students with the opportunity to study social problems and nonprofit organizations, and then make decisions about investing funds in them. This article identifies student philanthropy programs and courses at colleges and universities in the United States; collects information on their development, implementation, evaluation and plans for the future; and summarizes and analyzes these data.

6-ws-p-1419

ABSTRACT Arrange 3 sentences in logical order:

This study identifies student philanthropy programs and courses at more than 40 colleges and universities in the United States.

Student philanthropy is a relatively new teaching strategy that provides students with the opportunity to learn about and invest in nonprofit organizations.

Then it collects and cumulates data on a dozen student philanthropy efforts regarding their development, implementation, evaluation and plans for the future.

7-ws-p-1419

CONCLUSION Arrange 4 sentences in logical order:

Interestingly, only 30 percent of respondents said that they sought information on funding sources during the development of their student philanthropy course or program.

Based on the survey results, there seems to be strong support for a national clearinghouse on student philanthropy.

In particular, respondents expressed interest in sample documents, funding sources, evaluation tools and best practices.

The reason may be that these institutions received "seed money" to start their student philanthropy programs and are now in search of more sustainable funding.

UNSCRAMBLE

(2-3)

INTRODUCTION and CONCLUSION

Familiarity of *Know the Basics* and *WHICH is WHICH* may help

See Chapter Three

Here are 3 sections of one article. Abstract text is written correctly. Next two sections (Introduction and Conclusion) have sentence order scrambled.

ABSTRACT Elementary teachers face many challenges when they integrate the internet into their Social Studies instruction. This article examines the internet's relationship with cognition; effective practices in Social Studies education; and findings from a study in which teachers reported their internet-based instructional activities. This article provides suggestions for teachers who wish to more effectively harness the opportunities of and address the concerns related to using the internet in the classroom.

7-ws-p-1419

INTRODUCTION Arrange 5 sentences in logical order:

Exploring this research leads, finally, to suggestions for teachers who wish to harness the incredible opportunities offered by the internet in their classrooms.

The question of whether to use the internet as an instructional tool is no longer relevant; instead, educators must determine how to effectively and responsibly use the internet to help students of all ages meaningfully understand content.

This article examines research about the internet and its relationships with cognition, education, and literacy. In addition, primary, empirical findings from a recent study examining teachers' instructional decisions related to the internet are examined.

The internet is ubiquitous in modern life and education.

This research provides specific examples of the nature of relevant issues related to internet-based instruction in elementary level Social Studies.

8-ws-p-1419

CONCLUSION Arrange 5 sentences in logical order:

Finally, teachers must approach Social Studies education in a “deep” rather than in a “surface” manner. Implementing these suggestions may help elementary level teachers to more effectively use the ubiquitous internet in their Social Studies instruction.

This article provided several suggestions for improving teachers’ use of the internet with young students.

First, teachers should be provided with personalized professional learning opportunities in computer and media literacy.

Challenges faced by elementary teachers who integrate the internet into Social Studies instruction include ensuring that websites are age-appropriate and developing media literacy among young students.

Also, teachers should be encouraged to use comprehensive online guides that provide meaningful content and effective methods.

Please write on a separate sheet of paper.

Handwriting helps to remember words, phrases, content...

UNSCRAMBLE

(3-3)

ABSTRACT and INTRODUCTION

Familiarity of *Know the Basics* and *WHICH is WHICH* may help
See Chapter 3

Here are 3 sections of one article. Conclusion text is written correctly.
Next two sections (Abstract and Introduction) have sentence order scrambled.

CONCLUSION As online courses become more common, research must continue to evaluate the vast range of possibilities for course design open to faculty. Course evaluation should go beyond student satisfaction surveys to estimate the latent variables that encourage or interfere with students' ability and willingness to engage in each computer mediated modality of teaching. This field of study is too young and limited to draw conclusions about overall pedagogical effectiveness or student preference for a single type of course material. Perhaps some fields of study are better paired with particular presentation formats over others... One conclusion supported by the present effort is that students at all achievement levels are equally interested in using audio materials in their online classes and find them helpful for both conceptual understanding and towards the "feel" of the class.

9-ws-p-1419

ABSTRACT Arrange 4 sentences in logical order:

Students found these files helpful conceptually and for improving the interest and personability of these courses overall.

The sample of 82 undergraduate students from 2 psychology courses completed an anonymous survey on their perceptions of the audio files included in their online class.

The present study adds further empirical evidence to the dialogue over the use of audiovisual materials in computer mediated learning environments.

No main effects for GPA were found, indicating that students at all achievement levels are benefited from this teaching tool.

10-ws-p-1419

INTRODUCTION

Arrange 5 sentences in logical order:

This project began in an effort to answer the following research questions: Do students use supplemental recordings when available? Do supplemental audio recordings support students' understanding of course material? Do audio recordings personalize the course?

Online courses are often criticized for lacking a personal connection between faculty and student.

These recordings can be full-length lectures or shorter concept clarifications that enhance students' progress through a set of readings or other course materials.

This paper presents student evaluation data on the use of audio files in computer mediated psychology classes.

One resolution for establishing a personal connection to students and ensure achievement mediated by student engagement is the use of audio recordings.

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

WS TEST YOURSELF

ABSTRACT, INTRODUCTION

(1-2)

CONCLUSION

Here are two sections of one article:

ABSTRACT 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. [4-text-1212]

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. [9-text-1212]

1-ws-t-1419

Write out few overlapping content words, common to both sections.
Leave blank if none.

NOUNS _____

VERBS _____

ADJECTIVES _____

ADVERBS _____

2-ws-t-1419

Find 3rd section, conclusion to the above two by matching above content words with words in 12 TEXT section for this unit.

CONCLUSION TEXT # _____

ABSTRACT, INTRODUCTION (2-2) CONCLUSION

Here are two sections from past chapters.

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. [1-text-1102]

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. [7-text-1207]

3-ws-t-1419

Write out few overlapping content words, common to both sections.
Leave blank if none.

NOUNS _____

VERBS _____

ADJECTIVES _____

ADVERBS _____

4-ws-t-1419

Find 3rd section, conclusion to the above two by matching above content words with words in 12 TEXT section for this unit.

CONCLUSION TEXT # _____

WS CONTROLLED and GUIDED WRITING

STAND-ALONE-PARAGRAPH

BASIC paragraph of 5- 9 sentences

DIVIDED into 3 parts

(1) **TOPIC SENTENCE** - focus sentence

(1 - 2 sentences), indicates what the text is about

(2) **BODY** - details, explains (3 - 5 sentences)

(3) **FINAL THOUGHT** - conclusion (1 - 3 sentences) reiterates what the text is about and/or demonstrates its benefit to the reader

ADDRESSING one subject as reflected in three sections of published article.

1-ws-w-1419

Adopt content and function words from three given sections **ABSTRACT**, **INTRODUCTION**, **CONCLUSION** to write stand-alone-paragraph. You may find useful additional explanations in Chapter 3 **STAND-ALONE-PARAGRAPH**.

ABSTRACT Music offers students a unique and exciting opportunity both to explore the language and culture of a foreign country and to cultivate their listening skills. Songs remain, however, an irregular feature of most foreign language courses and, when included in the syllabus, fail to appear on a regular basis. This article discusses the theoretical and practical reasons for making music a weekly, or preferably daily, feature of foreign language teaching. The author provides ten tips for successfully integrating music into the classroom and outlines a series of sample activities for the study of a song.

INTRODUCTION To this day, I can hear the warm voice of a young South-American singer resonating in my head: "ojalá," he sings, "ojalá que llueva café" (how I wish, how I wish it would rain coffee). I vividly recall the melody, although I heard it only three times in a classroom. And because of that song, I will never forget that "ojalá," in Spanish, must be followed by the subjunctive. Every time I think of the subjunctive, the voice of the singer is there, cheery, enticing, brimming with enthusiasm. I cannot remember who he is, yet I will be forever grateful to him. Thanks to his song, I associate a complex grammatical structure, feared by many students, with upbeat music and the smell of roasting coffee beans..... Yet despite the profound impact of that song on my own language learning, music was never a regular feature of the many language (French, Spanish, German or Japanese) courses I took in school. Indeed, songs rarely appeared in the curriculum, especially after the first year. My own very positive memories of those rare occasions have since led me actively to include songs in my own first- and second-year college French courses. In this article, I take both a theoretical and practical approach to the process of learning a foreign language through music. I first provide a brief summary of pedagogical reasons for including songs as a regular part of second-language (L2) acquisition. The second part of the discussion is given over to some caveats for making the most of music in the classroom. I conclude by outlining some sample activities for the study of a song.

CONCLUSION Music: it's everywhere. On the radio, on the television, on the MP3 players of our students as they work out in the campus gym. Today, for better or for worse, university and high school students tend to own more CDs than they do books. American tunes resound across the globe, dominating the market. Yet music can provide L2 students with a unique and exciting opportunity both to explore the language and culture of a foreign country and to cultivate their listening skills. I have been encouraged, and often amazed, at the progress students make in speaking, understanding and even writing French through the study and discussion of music.

Songs provide us with a window into a world that is not our own, a world that we glimpse and remember thanks to the power of music. Still today, as I sip on a latte at the coffee house, I think fondly of my own experiences in the classroom—first as a student, and now, as a teacher: "ojalá que llueva café."

2-ws-w-1419

TOPIC SENTENCE 1 - 2 sentences

BODY 3 - 5 sentences

FINAL THOUGHT 1 - 3 sentences

3-ws-w-1419

STAND-ALONE-PARAGRAPH 5- 9 sentences

*Know the Basics***WORDS**

- content words
- function words

SENTENCES

- simple, one independent clause
- compound, more than one independent clause
- complex, one independent and at least one dependent clause
- compound-complex, more than one independent clause and at least one dependent clause

PARAGRAPHS

Five sentences is a common length for a paragraph.

A paragraph can be defined as a group of sentences or a single sentence.

- abstract
- introduction
- body
- conclusion

ESSAYS

A short essay may have:

- 3 paragraphs (introduction, body, and conclusion)
- 7-15 sentences
- 50-100 words

ARTICLES

A short article can have 4 paragraphs.



Academic Exchange Quarterly TEXT 12 sections:

1-text-1420

Based on the experience of implementing the project, staff recommend separating future faculty training in learning objects into two distinct sessions and greater monitoring of participant progress. The first session would deal with theory and concepts with emphasis on the relationship between a good lesson plan and a successful learning object. Project staff observed that many participants let the technology dictate the outcome of the learning-object rather than using the technology as a tool. The second session would focus on learning object development. More emphasis should be placed on the use of low threshold applications that allow delivery to low-end users and minimize distraction from content. Instead, offer faculty the choice of several learning object templates that deliver materials using a continuum of low to high end technology. This would allow faculty developers to concentrate their time and effort on content rather than on learning new software or technology techniques.

2-text-1420

This study offers some insights into preservice teachers' attitudes toward ESL students prior to formal ESL education, and how they perceive their attitudes to have changed due to taking a course. The largest changes are in their belief that all teachers should receive ESL education, and their confidence in their ability to deal with having ESL students in their classroom. This study also indicates that field experience was perceived to have contributed most strongly toward changes in perceptions.

3-text-1420

Research suggests that network-based instruction provides NNES with equal opportunities, reduces their anxiety level, provides them with more time to reflect and compose their ideas, and creates a sense of control over their learning. Therefore, they participate more in class discussions and class activities. The majority of students reported positive learning experience in network-based learning environments with positive linguistic effects for NNES.

4-text-1420

It is clear from past research and this study that SWDs placed in special education classrooms are more susceptible to greater levels of total alienation. They experience greater levels of estrangement/isolation, normlessness, and powerlessness as well as other dimensions of alienation. SWDs are especially likely to experience greater levels of social estrangement and so it is imperative that future research into alienation and SWDs focus on the various aspects of those social difficulties encountered by SWDs while at school and even in their home environments. Additionally, it is important that schools and educators continue to question the social efficacy of separate classrooms.

5-text-1420

This contribution aims at fostering this line of research by analyzing current research related to students' ideas about instruction in general and interventions in particular in view of elaborating a research framework and agenda. First a simplified theoretical framework is presented. In a second section research findings are analyzed, summarizing what is known already with respect to the current state of this theoretical framework.

6-text-1420

In view of elaborating a research agenda on instructional conceptions, this contribution aimed at establishing a theoretical framework and analyzing the current literature. The theoretical framework brings conceptual and terminological clarification and indicates the relationships between the major constructs. Current studies not only miss a theoretical basis, also methodologically there are a number of problems. One problem relates to the research instruments. In all reported studies some type of survey is used. This means that it is assumed that learners have access to and can report about their own conceptions. Given the observation that conceptions refer to tacit knowledge, this is doubtful to say the least. More work is needed on alternative assessment approaches, less obtrusive measures of instructional conceptions.

7-text-1420

This experiential exercise aids students' grasp of the sometimes challenging concepts of motivation theories. In addition, it allows students to actively participate in their own learning, as well as make connections between the motivation theories and their own life. In our experience, students not only enjoy this active learning environment, but from anecdotal evidence we found they retain more of the material, and score higher on tests of the material. In end of course evaluations students often comment on its effectiveness. Not only is this exercise effective, it is versatile as well. This technique can easily be adapted for use in other organizational behavior classes to facilitate students' cognitive differentiation of multiple theories on a given subject.

8-text-1420

This paper is based on work carried out during [20WST] to examine students' perceptions of the quality of their courses; the skills and experience they hope to acquire; which skills they think employers value; their attitudes regarding industrial placements; and their use of, and views on, careers advice services and graduate support organizations.

9-text-1420

As I reflect on my course, I recognize that my students wrote the essays that they needed to write, if not the essays that I expected them to write. Their words may have disturbed the careful plans I had for the course, but perhaps academic disruption is the appropriate response to crisis and tragedy. 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.

10-text-1420

If indeed the short-story cycle is the most neglected and the least well understood of the major genres in American literature, then this can be remedied by more courses that emphasize the complexity of literary forms. As can be seen above, such a course does mean the removal of historical and political context. It means more attention to how form serves to bring across such thematic concerns. Of course, students should be challenged to reconsider their own beliefs and assumptions about race, gender, and class. However, they should also be challenged to reconsider their understanding of literary forms. We should, in other words, not only teach the genres of short story and novel, but teach between the genres as well.

11-text-1420

Service-learning offers a structured means to introduce students to the political dimensions of society and the ethical obligations of its citizens. Service-learning has the potential to inspire meaningful communication, enable critical inquiry to be a natural outcome of course work, and invite surprises that can extend the required course work into desired life commitments. Higher education is serious business to be sure; service-learning significantly adds to the stakes of teaching and learning by making it contingent upon civic engagement. With service-learning, students learn much more than the rhetoric of social involvement; they experience it. They learn, too, that working in the community is not just about doing something you feel good about at the end of the day, but that every step of activism contributes to a broader social endeavor targeted toward alleviating pain and transforming society.

12-text-1420

While informal contacts between participants and members of the community organization were beneficial, this paper points out the need for a more formal follow-up of participants. Formal mentoring programs offer adults significant career and academic support. Establishing mentoring matches between potential reentry and successful reentry women may result in more individuals entering and remaining in higher education institutions.

WS VISUAL RECOGNITION

WORD USAGE FREQUENCY

Above are 12 TEXT sections.

Below are 3 columns with 36 lines (entries) each.

1-WS-V-1420

Copy any three content words from each TEXT section onto any three lines in the left column, randomly. You copied 36 words.

2-ws-v-1420

Copy words from the left column into the center one, alphabetically.

To the right of each word add letter Y (YES - I am familiar with it) or N (NO - I am not familiar with this word).

3-WS-V-1420

Copy words from the center column into the right one, arranged by usage frequency.

To get usage frequency, go to prepared yourself TEXT GLOSSARY where each word has square brackets [] to the right with a number inside indicating how many times word appeared already in WAAE-W (usage frequency).

Randomly

Alphabetically

Usage frequency

[illegible]

WS PRACTICE

RECALL

LETTERS, WORDS, PHRASES

Given phrase consisting of letters and words:

"Introductory Physics Sequence"

1-ws-p-1420

Can you recall three letters abbreviation (acronym) for it?

If not, your own TEXT GLOSSARY has the answer.

Copy abbreviation here _____

2-ws-p-1420

Find the above acronym in any paragraph (section),

Unit 15 of Chapter 3. Write out the section

How many sentences in the section? _____

3-ws-p-1420

Write out the sentence with acronym

4-ws-p-1420

Identify sentence subject and predicate. Write out

SUBJECT _____

PREDICATE _____

5-ws-p-1420

Identify sentence pattern, circle suitable description:

- A. Simple, one independent clause
- B. Compound, more than one independent clause
- C. Complex, one independent and at least one dependent clause
- D. Compound-complex, more than one independent clause
and at least one dependent clause
- E. None of the above (See Chapter 2 for sentence patterns)

UNSCRAMBLE
(1-3)
ABSTRACT and CONCLUSION

Familiarity of *Know the Basics* and *WHICH is WHICH* may help.

See Chapter Three

Here are 3 sections of one article. Introduction text is written correctly.
Next two sections (Abstract and Conclusion) have sentence order scrambled.

INTRODUCTION This article presents a documentary account of a partnership project between a university elementary education department and a local rural school district that offers insights into how we might address the obstacles cited above. By placing student learning at the center, this partnership has developed strategies that contribute both to K-5 student achievement and to the learning of teacher candidates. The article begins by outlining a theoretical perspective on the importance of constructing university school partnerships around joint professional learning and inquiry-oriented collaboration. Examples of this kind of joint work are then presented. A subsequent discussion section examines how this collaborative work led to collectively warranted approaches to teaching and mentoring, and fostered a sense of joint accountability for school-based teacher education.

6-ws-p-1420

ABSTRACT Arrange 4 sentences in logical order.

A focus on student-based evidence and collaborative inquiry resulted in an increase in joint accountability on the part of the partners for both K-5 student and intern teacher learning.

This article documents a collaborative partnership between a university teacher education program and three elementary schools.

It also fostered significant professional development for the participants, and produced documentary evidence of their impact on student learning.

Placing student learning at the center, the partnership developed strategies that contribute both to K-5 student achievement and teacher-candidate learning.

7-ws-p-1420

CONCLUSION Arrange 4 sentences in logical order.

School-university partnerships that place student learning at the center and engage in collaborative inquiry offer a promising opportunity for developing mutually beneficial results.

Focusing on P-12 student learning allows all parties to meet their primary commitments to learners, while collaborative inquiry fosters collectively warranted approaches to practice.

Constructing these ideas together draws upon everyone's capacity and leads to a sense of joint accountability on behalf of both P-12 and university students' learning.

The approach also results in significant professional development among the teacher-mentors and university faculty.

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...

UNSCRAMBLE

(2-3)

INTRODUCTION and CONCLUSION

Familiarity of *Know the Basics* and *WHICH is WHICH* may help

See Chapter Three

Here are 3 sections of one article. Abstract text is written correctly. Next two sections (Introduction and Conclusion) have sentence order scrambled.

ABSTRACT Perhaps there is no place where collaboration among higher education faculty is more needed and more difficult to implement than the classroom. Teaching collaboratively, also called team teaching, represents a variety of approaches and levels of collaboration that faculty have used to deliver instruction to students in higher education. These varied approaches, potential advantages and disadvantages, and practical application are presented for faculty members considering team teaching in a higher education setting.

7-ws-p-1420

INTRODUCTION Arrange 4 sentences in logical order:

The idea of team teaching then, connotes a group of instructors organized to teach together.

While conceptually simple, team teaching has a wide variety of nuances and applications at the university level.

The definition of a team - whether a sports team or any other type of team – is that of “a group organized to work together.”

This paper describes different collaborative approaches commonly referred to as team teaching, their advantages and disadvantages, and their practice.

8-ws-p-1420

CONCLUSION Arrange 2 sentences in logical order:

Team teaching, while perhaps not a fad, has certainly not caught on in every field of higher education.

With careful consideration of the variety of approaches as well as an awareness of the advantages and challenges associated with them, team teaching can be integrated into many university curricula to the benefit of students and faculty alike.

UNSCRAMBLE

(3-3)

ABSTRACT and INTRODUCTION

Familiarity of *Know the Basics* and *WHICH is WHICH* may help

See Chapter 3

Here are 3 sections of one article. Conclusion text is written correctly.
Next two sections (Abstract and Introduction) have sentence order scrambled.

CONCLUSION Student's oral presentations benefited from well-timed feedback matched to student's digitally recorded talks using a rich media technology. This innovation provided a mechanism for a more precise quality of feedback that encouraged student's engagement in the revision process to enhance message focus, the design and content of PowerPoint slides. Importantly, students acknowledged the value of this timely commentary as helpful in the revision process. For the instructor, it broadened the capability for individual attention and feedback. Taken together, this innovation, reflected in grade improvement and post-course surveys, support the instructors' goal to enhance the formative assessment aspect of the initial presentation. The success of this Mediasite innovation is also supported by its adoption by other instructors, outside of this course, who are interested in facilitating students' oral communication competencies.

9-ws-p-1420

ABSTRACT Arrange 3 sentences in logical order:

Improved grades on final presentations and student support for the technology were tangible results that recommend continued use of this innovation.

Introducing new technology into a communication in the biological sciences' class provided a mechanism for more incisive feedback for senior biology students' developing oral scientific presentations.

Individual oral presentations with PowerPoint slides were captured with rich media technology (Mediasite) permitting instructors to provide "real-time" feedback and commentary to students on the organization, delivery and scientific content of their digitally recorded presentations.

10-ws-p-1420

INTRODUCTION Arrange 5 sentences in logical order:

Initially feedback and instruction was limited for a one-time talk.

The introduction of this technology was the most recent intervention in a continuum of effort by the biology instructor to provide better instruction and feedback for this presentation assignment.

This article focuses on a technological innovation introduced into a biological science course in which senior biology students were expected to demonstrate competency in writing and speaking about a controversial biological topic .

Specifically, the instructors investigated whether using new technology to provide more specific and timely feedback would improve students' abilities to rethink and revise their scientific arguments.

Students asked for a chance to act on feedback by including a second presentation.

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

WS TEST YOURSELF

ABSTRACT, INTRODUCTION

(1-2)

CONCLUSION

Here are two sections of one article:

ABSTRACT What attitudes do preservice teachers have regarding ESL (English as a Second Language) students, and do these attitudes change by taking an introductory ESL course? A survey was conducted with university students enrolled in an introductory ESL course to answer this question. The survey was administered as a pre- and post-course questionnaire to a total of 164 students. The post-course survey contained an additional section that asked the participants to rate how much they felt their perceptions had changed and what they felt had contributed to that change. 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 them as students in their mainstream classrooms.

INTRODUCTION 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?

1-ws-t-1420

Write out few overlapping content words, common to both sections.
Leave blank if none.

NOUNS _____

VERBS _____

ADJECTIVES _____

ADVERBS _____

2-ws-t-1420

Find 3rd section, conclusion to the above two by matching above content words with words in 12 TEXT section for this unit.

CONCLUSION TEXT # _____

ABSTRACT, INTRODUCTION

(2-2)

CONCLUSION

Here are two sections from past chapters.

ABSTRACT The growing importance of technology in education and the reality of a global village call for studies of non-native English speakers' (NNES) learning performance in network-based learning environments. This paper reviews research on network-based instruction and its effects on NNES achievements in network-based environments. Potential benefits and difficulties of these learning environments are reviewed, as well as the linguistic and affective achievements of NNES in these environments. Suggestions are made for future research in these areas.

INTRODUCTION 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?

3-ws-t-1420

Write out few overlapping content words, common to both sections.
Leave blank if none.

NOUNS _____

VERBS _____

ADJECTIVES _____

ADVERBS _____

4-ws-t-1420

Find 3rd section, conclusion to the above two by matching above content words with words in 12 TEXT section for this unit.

CONCLUSION TEXT # _____

WS CONTROLLED and GUIDED WRITING

STAND-ALONE-PARAGRAPH

BASIC paragraph of 5- 9 sentences

DIVIDED into 3 parts

- (1) **TOPIC SENTENCE** - focus sentence
(1 - 2 sentences), indicates what the text is about
- (2) **BODY** - details, explains (3 - 5 sentences)
- (3) **FINAL THOUGHT** - conclusion (1 - 3 sentences) reiterates what the text is about and/or demonstrates its benefit to the reader

ADDRESSING one subject as reflected in three sections of published article.

1-ws-w-1420

Adopt content and function words from three given sections **ABSTRACT**, **INTRODUCTION**, **CONCLUSION** to write stand-alone-paragraph. You may find useful additional explanation in Chapter 3 **STAND-ALONE-PARAGRAPH**.

ABSTRACT Colleges and universities are integrating information literacy components into current curricula to better prepare students for the global marketplace. Students attending RMU are required to successfully complete five communications courses, that include elements of information literacy, as well as communication intensive courses in their major. Students' inability to successfully complete an upper-level research assignment instigated collaboration between a librarian and the professor. As a result, students can more successfully identify, retrieve, and evaluate information when they receive training that involves application exercises.

INTRODUCTION Despite numerous exposures and application exercises to the fundamentals of information retrieval, analysis, and synthesis, students' were unsuccessful in their attempts to complete information content designed tasks. This article discusses a unified effort initiated to abate a series of problems related to information literacy. Specifically, an assistant professor of learning resources and a public services librarian (librarian) and a professor of communications (professor) joined forces to devise effective strategies to better manage the crisis. Students' inability to apply information literacy skills to a specific area of investigation were identified as a crisis. The term crisis is strong, but is used in this discussion because despite the development of reference materials to assist students with their tasks, and 15-credits of on-going application exercises during freshman and sophomore years, their appeared to be a "disconnect" between content and application. We begin our discussion with background on information literacy and the five-course sequence at RMU designed to cultivate information literacy skills. The librarian offers perspective on how library resources have been utilized (perhaps underutilized) through the instruction of these courses and preparation of faculty. The professor describes an assignment required in a capstone, skills-intensive course in media management that cultivated awareness that some students had not achieved information literacy. The collaborators share their recommendations as to how future crisis can be avoided using early and on-going collaboration between librarians and faculty.

CONCLUSION While the initial data were without scientific basis many students have offered their observations about the superior quality of learning and enriched information literacy skills they honed while members of the class. Furthermore, students acknowledge that they thought they understood how to identify, retrieve and evaluate information prior to taking the course, but they didn't realize how much more information was yet to be tapped - "I considered myself to be a very bright and information savvy senior until I took this course. I have learned so much about

how to find and use different types of information. I know that this was a valuable experience that will help me throughout my life." Today, the professor distributes a thoroughly planned and designed reference handout generated by the librarian to introduce students to the voluminous array of reference materials that could influence students' research choices. She uses in-class demonstrations to explicate how certain references will be used to satisfy key components of the project and provides students with research portfolios compiled from previous semesters to review. More students are experiencing less frustration with the research-gathering component of the project. They may spend time in the library working with the reference librarians to ensure they are acquiring correct data for the project, rather than asking how to begin the process. The professor and librarian converse regularly in order to ascertain additional research ideas and approaches that could further improve the project.

2-ws-w-1420

TOPIC SENTENCE 1 - 2 sentences

BODY 3 - 5 sentences

FINAL THOUGHT 1 - 3 sentences

3-ws-w-1420

STAND-ALONE-PARAGRAPH 5- 9 sentences

When copying do not type - hand write only.

*Know the Basics***WORDS**

- content words
- function words

SENTENCES

- simple, one independent clause
- compound, more than one independent clause
- complex, one independent and at least one dependent clause
- compound-complex, more than one independent clause and at least one dependent clause

PARAGRAPHS

Five sentences is a common length for a paragraph.

A paragraph can be defined as a group of sentences or a single sentence.

- abstract
- introduction
- body
- conclusion

ESSAYS

A short essay may have:

- 3 paragraphs (introduction, body, and conclusion)
- 7-15 sentences
- 50-100 words

ARTICLES

A short article can have 4 paragraphs.



Academic Exchange Quarterly TEXT 12 sections:

1-text-1421

The significance of this study is that it will provide information to assembly line managers that will enable them to decide whether implementation of the kind of visual training that the study investigates will be beneficial to their training procedures. This information may enable those managers to significantly improve their training for new assembly line workers, reduce the time needed by new workers to become expert assemblers, and improve worker performance.

2-text-1421

The present paper has identified considerations upon which statistics instructors must reflect in order to maximize student learning and to minimize student anxiety and disaffection: context, content, and pedagogical style. Once these considerations have been made thoughtfully, along the lines described above, the statistics instructor then will be in a position to begin answering the calls for reform in the ways in which students are taught statistics.

3-text-1421

Over the past twenty years, a variety of service-learning programs have emerged with two models becoming the most prominent. The first model is that of younger people going to senior centers, nursing homes, adult day care centers, etc. and reaching out to the older residents/participants through friendly visitor programs, music, or the arts, with the older adults being the recipients of the service. The second model involves older adults serving children (pre-school through middle school age) as tutors, classroom helpers, or mentors with the children being the recipients of the service. The focus of this study was to explore how three generations, the young child, the traditional age college student, and the older adult, simultaneously impact on each other during a service-learning intergenerational experience.

4-text-1421

The students were surprised! No matter what their age or prior experience with older adults, the students surprised themselves about their own reactions, the older adults and children and the interactions between the generations surprised them. Some of the most effective learning comes from expectations not being realized. Unless students are given experiences which help them to “think out of the box”, they will lack the creativity necessary to make a contribution to the improvement of the lives of people of all generations.

5-text-1421

America's challenge at the beginning of a new century is two-fold: 1) to create healthy communities able to meet the multiple needs of people within a rapidly changing and globalizing world; and 2) the widespread re-engagement of a citizenry as the driving force in public life that can provide the wise and ethical stewardship needed to produce and sustain these communities. Community service can be at the core of connecting education to democracy. A team-based approach instills within students a passion for the world of ideas, a better intellectual tool-kit of ideas and skills, and the habits of acting as engaged citizens and creative problem solvers. In doing so, the model can transform universities as places committed to and successful in civic renewal.

6-text-1421

This manuscript provided two different aspects of tablet PC use in the domains of science, technology, engineering, and math. First discussed was instructor use of tablet PCs as presentation, grading, and instruction tools. Student's use of tablet PCs was discussed in detail. Benefits include digital inking, ability to write on presentations, and the ability to work on graphs and problems in a more real manner than traditional laptops. Problems such as the attendance disparity in available research and the need for more research were discussed.

7-text-1421

This manuscript detailed wiki systems and some functions in general as well as some specific uses for online education. Responses from the students were generally positive in nature, but specific concerns were levied. These concerns mentioned were; reluctance to use the system, plagiarism, and negative aspects of editing other students entries. After reading this manuscript the reader should better understand wikis and how they can be positively used in online education as well as some barriers to wiki use and integration.

8-text-1421

The limitations of a market-centered approach to education become apparent when the commodified aspects of education are treated as sufficient descriptions of pedagogical processes and objectives. Subjecting a public good like education to commercial logic is generally disastrous - market-based values are fundamentally incompatible with education. As a public service, education attempts to maximize opportunities and fulfill the potential of every student even if such efforts prove inefficient. This ability—indeed, mandate—to transcend the values of efficiency and financial profit-seeking distinguish education from business.

9-text-1421

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.

10-text-1421

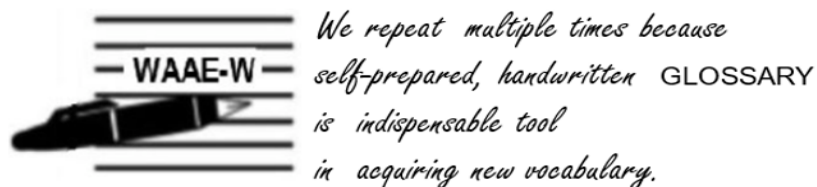
The purpose of the present article was to see the effects of a conversation partner project as part of an introductory course in a TESL teacher training program and it was proven to be a useful tool. The project provided concrete examples for students to see theories at work. It also showed pre-service teachers how to interact with people with limited proficiency in English (speaking slowly, taking culture into account, etc.) so they will be better prepared to teach in their future classrooms.

11-text-1421

This paper outlines the communication process surrounding a commissioned assignment in an upper-level technical writing class. The commissioned assignment reflects the new interdisciplinary model of technical communication for environmental policy embodied in contemporary international environmental agreements, particularly the 1992 Framework Convention on Climate Change. The resultant environmental policy report demonstrates that the commissioned assignment process is an effective and innovative form of experiential /service-learning. This process teaches technical communication, integrates different disciplinary backgrounds to teach environmental policy, and addresses important social problems through university institutions.

12-text-1421

This work demonstrated the commissioned assignment process is (1) an innovative and effective form of experiential learning for teaching technical communication, (2) able to integrate different disciplinary backgrounds to teach environmental policy, and (3) useful for addressing important social problems through university institutions.



WS VISUAL RECOGNITION

WORD USAGE FREQUENCY

Above are 12 TEXT sections.

Below are 3 columns with 36 lines (entries) each.

1-WS-V-1421

Copy any three content words from each TEXT section onto any three lines in the left column, randomly. You copied 36 words.

2-WS-V-1421

Copy words from the left column into the center one, alphabetically.

To the right of each word add letter Y (YES - I am familiar with it) or N (NO - I am not familiar with this word).

3-WS-V-1421

Copy words from the center column into the right one, arranged by usage frequency.

To get usage frequency, go to prepared yourself TEXT GLOSSARY where each word has square brackets [] to the right with a number inside indicating how many times word appeared already in WAAE-W (usage frequency).

Randomly

Alphabetically

Usage frequency

[illegible]

4-WS-V-1421

On the night (usage frequency),
Ten or more YES may indicate positive progress in acquiring passive knowledge
of English.

WS PRACTICE

RECALL

LETTERS, WORDS, PHRASES

Given phrase consisting of letters and words:

"Science, Technology, Engineering, and Math"

1-ws-p-1421

Can you recall four letters abbreviation (acronym) for it?

If not, your own TEXT GLOSSARY has the answer.

Copy abbreviation here _____

2-ws-p-1421

Find the above acronym in any paragraph (section),

Unit 7 Chapter 2. Write out the section

How many sentences in the section? _____

3-ws-p-1421

Write out the sentence with acronym

4-ws-p-1421

Identify sentence subject and predicate. Write out

SUBJECT _____

PREDICATE _____

5-ws-p-1421

Identify sentence pattern, circle suitable description:

- A. Simple, one independent clause
- B. Compound, more than one independent clause
- C. Complex, one independent and at least one dependent clause
- D. Compound-complex, more than one independent clause
and at least one dependent clause
- E. None of the above (See Chapter 2 for sentence patterns)

UNSCRAMBLE
(1-3)
ABSTRACT and CONCLUSION

Familiarity of *Know the Basics* and *WHICH is WHICH* may help.
See Chapter Three

Here are 3 sections of one article. Introduction text is written correctly.
Next two sections (Abstract and Conclusion) have sentence order scrambled.

INTRODUCTION This study combines two perspectives: the teacher's perceptions (i.e., pedagogical knowledge and practices) and the school as an organization. The focus is on the intersection of these two perspectives, asking related questions: What are the connections between the "teacher" and the "school"? What is the role played by school-specific elements in shaping the daily teaching practices? The aim of this study is to further clarify and elaborate the role that teachers ascribe to school context elements as they relate to their own teaching, in their own classes.

6-ws-p-1421

ABSTRACT Arrange 3 sentences in logical order:

Results indicate four categories of school-specific elements that 'come into the classroom' and shape the teachers' teaching practices: cultural and social elements related to the students' sub-culture; school procedures and regulations; school norms for learning practices; and the school's community of teachers.

This study examines how teachers perceive the way they teach mathematics in equivalent classes at different schools.

Data include interviews of ten teachers, each of whom worked in two schools.

7-ws-p-1421

CONCLUSION Arrange 2 sentences in logical order:

The findings described herein should be carefully considered by policy makers in the field of education and by school principals.

It would seem that there is a discrepancy between the school vision and what actually happens in the classrooms, a discrepancy that teachers, who are supposed to represent this vision, appear to be unaware of it.

UNSCRAMBLE

(2-3)

INTRODUCTION and CONCLUSION

Familiarity of *Know the Basics* and *WHICH is WHICH* may help

See Chapter Three

Here are 3 sections of one article. Abstract text is written correctly. Next two sections (Introduction and Conclusion) have sentence order scrambled.

ABSTRACT This paper argues that media literacy education must equip students with critical lenses to participate in media discourses. It also discusses that media literacy should provide teachers with a guide to help them understand the socio-cultural aspects of media discourses and incorporate the students' everyday literacy events into the curriculum. Such a discussion is developed mostly by using the four theories of critical literacy—domination, access, diversity, and design—that can help teachers connect media literacy education to critical literacy.

7-ws-p-1421

INTRODUCTION Arrange 4 sentences in logical order:

There are also teachers who merely believe presence of technology in a classroom fulfills the requirement of media education.

In doing this investigation, we first explore what it means to be literate in the media age, what a discourse is, and how new media discourses can affect people.

In this paper, therefore, we investigate a way to aid teachers in encouraging students to become active and critical participants in media discourses by using Janks' four theories of critical literacy—domination, access, diversity, and design.

Despite the need to support critical media literacy in education, there are still many teachers who seem to be unaware of its importance or unwilling to teach media literacy.

8-ws-p-1421

CONCLUSION Arrange 5 sentences in logical order:

Pedagogically, practices of domination will demand that teachers teach some level of discourse analysis methods to students and that students apply their understanding to the analysis of propagandized, or commercialized, or unfiltered texts.

In this paper, we reviewed four theories of critical literacy—domination, access, diversity, and design—that can serve as useful guides for teachers to rethink what to do for media literacy education.

On the curriculum level, teachers will need to make sure that students learn the necessary skills of literacy and technology for using media so that they are not barred from important discourses.

These theories have different focuses in critical literacy, and hence provide various implications for media literacy education.

Practices of access will ask schools, communities, and even governments to take action in providing education and equipment to the needy, in order to bridge the gap between generations or classes.

Please write on a separate sheet of paper.

Handwriting helps to remember words, phrases, content...

UNSCRAMBLE

(3-3)

ABSTRACT and INTRODUCTION

Familiarity of *Know the Basics* and *WHICH is WHICH* may help
See Chapter 3

Here are 3 sections of one article. Conclusion text is written correctly.
Next two sections (Abstract and Introduction) have sentence order scrambled.

CONCLUSION Our principle goal to collaborate in the creation of a set of courses that effectively elucidated the connections across disciplines was attained. Students were taught to engage in the type of integrative thinking that they would use in their careers because they were enrolled in carefully designed courses that encouraged them to make such connections. The collaborative method used to successfully create these courses can be applied to the development of career-based learning communities involving a variety of disciplines.

9-ws-p-1421

ABSTRACT Arrange 4 sentences in logical order:

Collaboration is crucial in the development of a learning community.

In this paper we discuss our process of interdisciplinary engagement to create a career-focused learning community for early childhood education (ECE) majors at a community college.

Learning communities that seek to cultivate students who are able to connect concepts across disciplines, in particular, are enhanced by the ongoing collaboration of the faculty teaching the courses.

Our goal was to create courses that encouraged integrative thinking and to assess our students' response to our efforts.

When copying do not type - hand write only.

10-ws-p-1421

INTRODUCTION Arrange 3 sentences in logical order:

The process described represents a model that can be used to develop other learning communities, not just those with a career focus.

In this paper we discuss the steps we took as we collaborated to create a learning community for early childhood education (ECE) majors.

We outline the process of course selection, theme development, and course restructuring and we present our assessment of the students' perceptions of the courses.

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

WS TEST YOURSELF

ABSTRACT, INTRODUCTION

(1-2)

CONCLUSION

Here are two sections of one article:

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. [3-text-1106]

INTRODUCTION 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. [7-text-1208]

1-ws-t-1421

Write out few overlapping content words, common to both sections.
Leave blank if none.

NOUNS _____

VERBS _____

ADJECTIVES _____

ADVERBS _____

2-ws-t-1421

Find 3rd section, conclusion to the above two by matching above content words with words in 12 TEXT section for this unit.

CONCLUSION TEXT # _____

ABSTRACT, INTRODUCTION

(2-2)

CONCLUSION

Here are two sections from past chapters.

ABSTRACT 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. [3-text-1207]

INTRODUCTION 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. [11-text-1207]

3-ws-t-1421

Write out few overlapping content words, common to both sections.
Leave blank if none.

NOUNS _____

VERBS _____

ADJECTIVES _____

ADVERBS _____

4-ws-t-1421

Find 3rd section, conclusion to the above two by matching above content words with words in 12 TEXT section for this unit.

CONCLUSION TEXT # _____

WS CONTROLLED and GUIDED WRITING

STAND-ALONE-PARAGRAPH

BASIC paragraph of 5- 9 sentences

DIVIDED into 3 parts

- (1) **TOPIC SENTENCE** - focus sentence
(1 - 2 sentences), indicates what the text is about
- (2) **BODY** - details, explains (3 - 5 sentences)
- (3) **FINAL THOUGHT** - conclusion (1 - 3 sentences) reiterates what the text is about and/or demonstrates its benefit to the reader

ADDRESSING one subject as reflected in three sections of published article.

1-ws-w-1421

Adopt content and function words from three given sections **ABSTRACT**, **INTRODUCTION**, **CONCLUSION** to write stand-alone-paragraph. You may find useful additional explanation in Chapter 3 **STAND-ALONE-PARAGRAPH**.

ABSTRACT The focus of this study was to identify factors which enhance or complicate second language learners' acculturation and language acquisition processes. The researchers conducted structured interviews at a southern California high school with a diverse population of English Language Learners. The students' experiences of making linguistic and cultural transitions revealed some common patterns as well as individual needs. The language proficiency profiles varied considerably, suggesting that educators must have a firm grasp of language development pedagogy to address their English learners' needs.

INTRODUCTION How do English Language Learners (ELLs) describe their experiences in high schools? What levels of English proficiency are brought from their home countries? How do acculturation dynamics impact language acquisition? These questions were central to the research conducted with a diverse population of secondary language learners. The study's purpose was to (1) identify the students' English proficiency levels, (2) examine factors which enhance or delay second language learners' acculturation and language acquisition processes, and (3) consider how the two processes might be interdependent.

CONCLUSION The findings of this study are two-fold, touching on issues of immigrant students' linguistic and cultural development in one high school. Second language proficiency appears to develop in sequential steps; the students' speaking skills emerged in a predictable timetable. Those with the longest exposure to communicating with native English speakers, with the added desire for mastery, had the strongest oral skills. It is noteworthy that not one ELL had mastered English in a year! Whether or not the students had actually studied English as a foreign language in their home country seemed also of little relevance in this regard. Prior formal study of English was reported helpful when these same students engaged in reading and writing assignments at school. Although some generalities emerged from the linguistic portion of this study, each language learner's English proficiency profile was distinctly unique.

2-ws-w-1421

TOPIC SENTENCE 1 - 2 sentences

BODY 3 - 5 sentences

FINAL THOUGHT 1 - 3 sentences

3-ws-w-1421

STAND-ALONE-PARAGRAPH 5- 9 sentences

*Know the Basics***WORDS**

- content words
- function words

SENTENCES

- simple, one independent clause
- compound, more than one independent clause
- complex, one independent and at least one dependent clause
- compound-complex, more than one independent clause and at least one dependent clause

PARAGRAPHS

Five sentences is a common length for a paragraph.

A paragraph can be defined as a group of sentences or a single sentence.

- abstract
- introduction
- body
- conclusion

ESSAYS

A short essay may have:

- 3 paragraphs (introduction, body, and conclusion)
- 7-15 sentences
- 50-100 words

ARTICLES

A short article can have 4 paragraphs.



Academic Exchange Quarterly TEXT 12 sections:

1-text-1422

This paper explores the impact of video feedback on subsequent performances and student feedback in public speaking courses. The paper provides a review of video as an instructional tool in the introductory course. Practical suggestions are offered for establishing more effective results using video with communicative performances.

2-text-1422

The current practice of the introductory course focuses on speaking skill development for student speakers. Previous studies and experience indicates students are not consistently demonstrating critical listening skills for identifying feedback standard gaps in their own performances or future speaking events. Video feedback has the potential to be a technological tool with a positive impact on improved student performance; however, students must be equipped with critical interpretive skills in order to accurately decipher their video performance. In order to advance our students' skill-development and speechmaking performances, we must reconceptualize the applications of video technology in our classrooms that includes analysis as well as speechmaking skills.

3-text-1422

In this article we provide a case study of three firms' use of a social networking site. Our analysis of both primary and secondary data suggests that firms which capitalized on the two-way communication and relationship building opportunities of social media may accrue greater business value from their efforts than do firms that use these technologies solely as an extension of their existing one-way marketing messages. This study provides a backdrop for class discussions regarding different approaches to social media use by today's firms. Further, this case provides a real-world example of how social media offers a wider range of opportunities for companies to interact with their consumers than do more traditional media such as television or radio.

4-text-1422

The purpose of this study was to understand changes in teacher beliefs over the course of an elementary mathematics teaching methods course and to explicate the teacher beliefs. Findings revealed an increase in positive beliefs about teaching mathematics, but there were no differences in participants' beliefs between the three programs. Teacher beliefs included using mathematics in other curriculum areas, mathematics as an active process, and the communication aspects of mathematics as a language.

5-text-1422

While teaching with iPad apps currently does not display a clear educational advantage, their significance may improve over time. Just as course website development has become customizable, development of apps that are course specific may be possible in the future. Teachers who plan to incorporate iPads into their teaching might start by deciding whether to use disciplinary-based apps, as we did in this project, or apps that support general media manipulation skills such as e-book readers and PDF annotators. The educational technology research community needs more projects that use disciplinary-based apps to find out if mobility, touch control, and focused information of apps involve students effectively in the development of disciplinary knowledge and skills. Teachers using iPads may also find it useful to incorporate open-ended assignments such as this one to be able to monitor how student learning preferences either change or remain the same.

6-text-1422

While there have been numerous textbooks written on qualitative research, providing experiential opportunities can assist students to 'become' qualitative researchers rather than just 'doing' qualitative research. Becoming a qualitative researcher can be a transformative process where the student is invited to "walk with" the instructor while learning. Using invitational theory as a framework, the qualitative journey of an instructor and a Master's nursing student are explored. Strategies utilized are presented.

7-text-1422

We have presented the experience of teaching and learning about qualitative research through 'being' and 'doing' from the perspective of student and teacher. Through the creation of an online classroom environment, which drew on aspects of invitational theory that encouraged students and fostered self-belief in a supportive and caring environment, students were able to learn and experience both theoretical and experiential aspects of qualitative research.

8-text-1422

The purpose of this study was to understand changes in teacher beliefs over the course of an elementary mathematics teaching methods course and to explicate the teacher beliefs. Findings revealed an increase in positive beliefs about teaching mathematics, but there were no differences in participants' beliefs between the three programs. Teacher beliefs included using mathematics in other curriculum areas, mathematics as an active process, and the communication aspects of mathematics as a language. Teacher beliefs are an important component of teacher quality, and teacher educators can influence teacher beliefs to help them become better teachers, which leads to higher student achievement and success.

9-text-1422

The very soul of academic leadership is the art of conversation. Conversation-based academic leadership is anchored in organizational purpose. Conversation-based leadership skills allow leaders to serve as the architect and steward of organizational purpose, one conversation, one meeting, and one insight at a time. Productive organizational conversations involve four elements: inclusion, intimacy, interactivity, and intentionality. Conversational leadership is a relational phenomenon. Colleagues trust academic leaders who are open, forthcoming, respect confidentiality, and function as promise keepers. Conversation-based academic leadership reflects twin themes: connect and collaborate.

10-text-1422

Organizations cannot change unless people change. Habitual ways of speaking and acting shape and occasionally strain collegial relationships. One of the most promising and productive ways to assist colleagues to change is through conversation in small groups which permits participants to become self-aware and to learn how their words and behaviors affect everyone around them. In an era of heightened interconnectedness and interpersonal transparency, engendering trust in collegial conversations and relating to others matters more than ever.

11-text-1422

False beginners—students who take beginning classes but who are not true beginners—populate both first- and second-year university foreign language classes, posing a unique challenge to their teachers. This problem is especially acute in French programs, in which the numbers of students enrolled are often insufficient to create special classes for them. This article describes a text and an approach that invite students from different language-learning backgrounds to collaborate to improve their reading and writing skills in French.

12-text-1422

Students feel empowered reading *Le Ballon rouge*. They understand a complete, authentic text and observe the grammatical constructions that they have previously studied being used in a natural context. Because they collaborate, even those students who have only previously completed six hours of French successfully read the text with understanding and write about it with confidence. My role is to make sure the groups stay on task and to answer questions as they arise. The collaborative approach used with an authentic text allows students with differing knowledge and command of French—particularly false beginners—to help each other improve their reading and writing skills.

Please write on a separate sheet of paper.

Handwriting helps to remember words, phrases and content.

WS VISUAL RECOGNITION

WORD USAGE FREQUENCY

Above are 12 TEXT sections.

Below are 3 columns with 36 lines (entries) each.

1-WS-V-1422

Copy any three content words from each TEXT section onto any three lines in the left column, randomly. You copied 36 words.

2-ws-v-1422

Copy words from the left column into the center one, alphabetically.

To the right of each word add letter Y (YES - I am familiar with it) or N (NO - I am not familiar with this word).

3-WS-V-1422

Copy words from the center column into the right one, arranged by usage frequency.

To get usage frequency, go to prepared yourself TEXT GLOSSARY where each word has square brackets [] to the right with a number inside indicating how many times word appeared already in WAAE-W (usage frequency).

Randomly

Alphabetically

Usage frequency

[illegible]

4-ws-v-1422

On the night (page frequency), _____
Ten or more YES may indicate positive progress in acquiring passive knowledge
of English.

WS PRACTICE

RECALL

LETTERS, WORDS, PHRASES

Given phrase consisting of letters and words:

"Students with disabilities"

1-ws-p-1422

Can you recall two letters abbreviation (acronym) for it?

If not, your own TEXT GLOSSARY has the answer.

Copy abbreviation here _____

2-ws-p-1422

Find the above acronym in any paragraph (section),
Unit 4 of Chapter 1. Write out the section

How many sentences in the section? _____

3-ws-p-1422

Write out the sentence with acronym

4-ws-p-1422

Identify sentence subject and predicate. Write out

SUBJECT _____

PREDICATE _____

5-ws-p-1422

Identify sentence pattern, circle suitable description:

- A. Simple, one independent clause
- B. Compound, more than one independent clause
- C. Complex, one independent and at least one dependent clause
- D. Compound-complex, more than one independent clause
and at least one dependent clause
- E. None of the above (See Chapter 2 for sentence patterns)

UNSCRAMBLE
(1-3)
ABSTRACT and CONCLUSION

Familiarity of *Know the Basics* and *WHICH is WHICH* may help.
See Chapter Three

Here are 3 sections of one article. Introduction text is written correctly.
Next two sections (Abstract and Conclusion) have sentence order scrambled.

INTRODUCTION The purpose of this essay is to examine the limitations of current approaches to teaching Pope's ecocritical ambivalence, such as poetic imitation exercises, and argue that a three-dimensional, multimedia assignment in virtual reality allows students to experience more effectively how Pope's poetry reflects an ecological aesthetic often in conflict with itself. After first summarizing student difficulty reading Pope's difficult poems and noting the pedagogical challenges of the heroic couplet, I emphasize student understanding of revision as a long-term thought and composition process that is key to grasping how Pope's poems are themselves sustained revisions of his philosophies of nature. I then describe a virtual reality assignment that inspired students to research Pope and his poetry in depth, compose three-dimensional reconstructions of his gardens in great detail, and experience first-hand how sustained revision of a composition leads to better understanding of both Pope's heroic couplets and students' own ecocritical attitudes and behaviors. In addition to providing one pedagogical model for ecocritical teaching using virtual reality, these findings are useful for composition as well as literary studies and poetry educators seeking supplemental multimedia assignments and exercises as alternatives to lectures and print-only essays.

6-ws-p-1422

ABSTRACT Arrange 3 sentences in logical order:

Beginning students of poetry and writing have difficulty first appreciating that Pope's poetry is a struggle with what it means to be ecocritical and, second, recognizing that their own composition practices in writing reflect cultural ecological impatience.

The heroic couplets of eighteenth-century poet Alexander Pope reflect his ecocritical aesthetic at the same time that they reveal his ambivalences about living and writing green.

Building 3D historical gardens in virtual reality taught students Pope's aesthetic as well as fostered understanding of ecocritical living as sustained revision.

7-ws-p-1422

CONCLUSION Arrange 3 sentences in logical order:

Though Pope did not use the term “ecocritical” to describe his concern for the natural environment and his examinations of it in his poetry, his heroic couplets demonstrate a conscious, continuously revised philosophy of nature often in conflict with itself.

Ironically, a virtual environment that required students sit at computer screens inside a building taught them about how the connections between literary and environmental sustainability have shaped both literary history and the history of ecology

Long before the twenty-first-century theoretical interest in ecocriticism, this eighteenth-century poet was already questioning what it means to write “green.” Imitation exercises, revisions of past poets’ couplets, and pictures of Pope’s gardens help introduce his ambivalence yet do not stress enough the centrality of revision, as a sustained practice over time, to both Pope’s compositional talents and to ecocritical sustainability.

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

UNSCRAMBLE

(2-3)

INTRODUCTION and CONCLUSION

Familiarity of *Know the Basics* and *WHICH is WHICH* may help

See Chapter Three

Here are 3 sections of one article. Abstract text is written correctly. Next two sections (Introduction and Conclusion) have sentence order scrambled.

ABSTRACT A scholarship of teaching inquiry resulted in the realization that teacher candidates lacked skills necessary to engage in deep reflection. To improve skills, faculty created a new course design that focused on teaching the skills and processes of reflection and applying those skills in a service learning setting. This article describes the course outcomes, topics, learning activities, and assessment strategies and may assist faculty to prepare students from all disciplines to apply skills and processes of reflective thinking within the context of various professional practices.

7-ws-p-1422

INTRODUCTION Arrange 2 sentences in logical order:

Those skills sets included: knowledge of current research, theoretical understanding, and vocabulary of reflection; skills of metacognition, observation, and critical attention; and skills of analysis, syntheses, and evaluation.

The purpose of the inquiry was to strengthen teacher candidates' reflection skills through the purposeful teaching and modeling of the skills and processes that are necessary for reflective thinking.

8-ws-p-1422

CONCLUSION Arrange 3 sentences in logical order:

The research supports that skills and processes of reflection need to be taught purposefully and that the service-learning environment is a powerful context in which to engage in reflective thinking.

As colleges and universities begin to ask students to engage more frequently in reflective thinking and as service-learning becomes a curricular requirement, it cannot be assumed that students know how to engage in reflective thinking.

The reflective thinking instructional model described may provide a starting point for faculty interested in the benefits gained from combining intentional instruction with service-learning.

UNSCRAMBLE

(3-3)

ABSTRACT and INTRODUCTION

Familiarity of *Know the Basics* and *WHICH is WHICH* may help

See Chapter 3

Here are 3 sections of one article. Conclusion text is written correctly.
Next two sections (Abstract and Introduction) have sentence order scrambled.

CONCLUSION The reauthorization of Individuals with Disabilities Education Improvement Act has resulted in a paradigm shift in the methods used to determine eligibility. Accordingly, school districts are able to use research-based tools such as the cross battery assessment approach when determining eligibility. However, within this practice, there are misconceptions and subsequent myths. To avoid the myths and pitfalls, the multidisciplinary team is required to look beyond standard scores and consider multiple measures of assessment in conjunction with a holistic analysis of data.

9-ws-p-1422

ABSTRACT Arrange 3 sentences in logical order:

Additionally, the authors provide suggestions for appropriate use of this assessment process.

The increased use of the cross-battery approach has resulted in the misunderstanding and misuse of this research-based tool.

The purpose of this article is to provide practitioners with a more pointed approach in conducting cross-battery assessments, while highlighting the common pitfalls.

10-ws-p-1422

INTRODUCTION Arrange 4 sentences in logical order:

Cross-battery approach, when used appropriately, is an effective assessment technique.

Finally, positive aspects are reviewed and suggestions are provided for appropriate use of cross-battery assessment.

The purpose of this article is to provide guidance in using this research-based tool.

Specifically, the article recommends a more pointed approach in conducting cross-battery assessments and highlights the common pitfalls.

WS TEST YOURSELF

ABSTRACT, INTRODUCTION

(1-2)

CONCLUSION

Here are two sections of one article:

ABSTRACT

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. [1-text-1208]

INTRODUCTION

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. [12-text-1208]

1-ws-t-1422

Write out few overlapping content words, common to both sections.

Leave blank if none.

NOUNS _____

VERBS _____

ADJECTIVES _____

ADVERBS _____

2-ws-t-1422

Find 3rd section, conclusion to the above two by matching above content words with words in 12 TEXT section for this unit.

CONCLUSION TEXT # _____

ABSTRACT, INTRODUCTION

(2-2)

CONCLUSION

Here are two sections from past chapters.

ABSTRACT 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. 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. [5-text-1208]

INTRODUCTION 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. [9-text-1208]

3-ws-t-1422

Write out few overlapping content words, common to both sections.
Leave blank if none.

NOUNS _____

VERBS _____

ADJECTIVES _____

ADVERBS _____

4-ws-t-1422

Find 3rd section, conclusion to the above two by matching above content words with words in 12 TEXT section for this unit.

CONCLUSION TEXT# _____

When copying do not type - hand write only.

WS CONTROLLED and GUIDED WRITING

STAND-ALONE-PARAGRAPH

BASIC paragraph of 5- 9 sentences

DIVIDED into 3 parts

- (1) **TOPIC SENTENCE** - focus sentence
(1 - 2 sentences), indicates what the text is about
- (2) **BODY** - details, explains (3 - 5 sentences)
- (3) **FINAL THOUGHT** - conclusion (1 - 3 sentences) reiterates what the text is about and/or demonstrates its benefit to the reader

ADDRESSING one subject as reflected in three sections of published article.

1-ws-w-1422

Adopt content and function words from three given sections **ABSTRACT**, **INTRODUCTION**, **CONCLUSION** to write stand-alone-paragraph. You may find useful additional explanation in Chapter 3 **STAND-ALONE-PARAGRAPH**.

ABSTRACT Four compositions written in Spanish by two Spanish heritage speakers and two second language learners are evaluated and commented on by twenty native Spanish speakers from eleven Spanish-speaking countries. The study addresses what differences they notice in the writing and what aspects they find positive and negative. While grammar was troublesome in all, heritage speaker fluency tended to be perceived as denoting better writing.

INTRODUCTION Heritage language learners generally do not perform as well in literacy skills as they do in oral proficiency due largely to a lack of formal education in the Spanish language. Although a wide range of proficiencies exists among heritage learners, much of their knowledge is normally of a more informal register which allows them to function successfully in their home and, perhaps, community environment. In order for heritage learners to take full advantage of their valuable bilingual abilities among the larger communities of Spanish speakers and in business settings, they need to become knowledgeable in academic registers of Spanish. Their writing, and speech, will be scrutinized and they may be prejudged unjustly to be less intelligent or incapable if they do not conform to a professional register in formal situations.

CONCLUSIONS Most of the participants saw this as an informal writing assignment based on the personal nature of the topic. For this reason they were less harsh in their comments than they would have been if the students had been writing in a more formal register. However, they were still firm in their corrections. Only two of the twenty participants ranked A (above average heritage learner) as "excellent" on the scale of 1-6. Fifteen had her in the 4-5 "average" range and the one Spaniard rated her 1 "unacceptable". More investigation needs to occur on heritage speaker writing and the effects that their own attitudes and teacher attitudes have on their writing. Showing teachers the kinds of comments and corrections that native speakers from other countries who are not educators have may help them to relay to their students the necessity of acquiring an academic register to be competitive with speakers of other Spanish varieties. It is essential to use students' oral skills to assist them in transferring them to an academic written standard.

2-ws-w-1422

TOPIC SENTENCE 1 - 2 sentences

BODY 3 - 5 sentences

FINAL THOUGHT 1 - 3 sentences

3-ws-w-1422

STAND-ALONE-PARAGRAPH 5- 9 sentences

*Know the Basics***WORDS**

- content words
- function words

SENTENCES

- simple, one independent clause
- compound, more than one independent clause
- complex, one independent and at least one dependent clause
- compound-complex, more than one independent clause and at least one dependent clause

PARAGRAPHS

Five sentences is a common length for a paragraph.

A paragraph can be defined as a group of sentences or a single sentence.

- abstract
- introduction
- body
- conclusion

ESSAYS

A short essay may have:

- 3 paragraphs (introduction, body, and conclusion)
- 7-15 sentences
- 50-100 words

ARTICLES

A short article can have 4 paragraphs.



Academic Exchange Quarterly TEXT 12 sections:

1-text-1423

This article demonstrates that previous conceptualizations of learning opportunities for student-teacher interactions about grades have overlooked the utility of learning about grading during these interactions. The benefits of learning about grading may be challenging to facilitate because of the difficulties and negativity that can affect student-teacher interactions about grades. These challenges, however, do not excuse instructors from engaging in all grade conversations. This article asserts that student challenges should not be unwelcome by the teacher if the resulting communication serves to enhance the relational climate. Classroom cultures that facilitate student learning about grading and encourage students to initiate constructive conversations about grades can increase student-teacher interactions inside, and outside of the classroom.

2-text-1423

This indicates that student-centered pedagogical strategies such as debate not only help students to evaluate multiple and competing perspectives, support their arguments with good examples, and think critically about a topic but also help them to perform better on multiple choice assessments. Although direct instruction, rote memorization, and traditional “drill and kill” strategies may be more efficient or produce high test scores in the short-run, taking time to engage students in actively constructing meaning for themselves, often problematizing straightforward explanations, does not lower achievement on standardized tests. This study is also intended to serve as a model for teachers interested in conducting data-driven research of their own classroom practice in order to evaluate the relative effectiveness of different pedagogical strategies and provide objective support for techniques they know intuitively benefit their students.

3-text-1423

This manuscript highlighted issues pertaining to diversity as well as some tools to foster mutual respect and acceptance of differences in the university classroom. Some tools include respecting students, knowing their names, asking for clarification when confused, and being explicit in the classroom expectations. This manuscript examined some common types of diversity that occur in a university context such as ethnic, cultural, or forms of invisible diversity. Tools to combat disrespect were discussed relating to the college classroom.

4-text-1423

Many colleges and universities in the world emphasize English proficiency as English is becoming an important international language in academia and business. In this article, we examine the ways in which non-native English speakers in an English-medium, liberal arts university in [4-1423] creatively grapple with written assignments. We suggests that students can and do take assignments as opportunities to discuss what the English acquisition process means to them and to assert their own knowledge.

5-text-1423

Written assignments are usually given with particular objectives set by the instructors. The instructors' focus tends to be on students' progress toward such objectives, and students are evaluated by such assessment criteria. At the same time, as discussed in this article, writing assignments may give an opportunity to explore how EFL students imagine and assess their development of English skills in academic contexts. Their active engagement extends from the course to their overall education; and while we have taught them about how to write, they have taught us about the meaning of academic writing. Thus, language proficiency is not simply about writing or speaking with facility or having linguistic competency but also about knowing when and how to use linguistic capital.

6-text-1423

Literature supports the efficacy of utilizing active learning strategies to enhance student learning outcomes but there has been little evidence comparing strategies in pharmacy school courses. The purpose of this study was to integrate five active learning strategies in 2 related courses and to assess students' perceptions of each as they related to learning outcomes. Student surveys revealed that case-based learning and audience response systems were the most engaging and helpful strategies to enhance learning in both courses.

7-text-1423

Students tended to prefer frequent use of case-based learning in a class that was more application-based and audience response systems in a class that had more factual material, although both methods were preferred overall. Students responded favorably to the other methods used as well. Think-Pair-Share and the muddiest point may be beneficial in supplementing lectures that have material with considerable depth.

8-text-1423

This article provides guidelines for using video games as a teaching tool in broadcast journalism classrooms. The article first outlines literature concerning video games and learning then relates these concepts to a broadcast journalism classroom. Practical uses for video games in broadcast journalism courses are discussed within the framework of specific course objectives. Video games may provide unique teaching opportunities in broadcast journalism courses and help students adapt to an evolving newsroom but they are not appropriate in every instance.

9-text-1423

There is a robust body of research detailing the benefits of video games in the classroom yet video games are not often used in classrooms. This is likely due to the lack of apparent ways to implement games in the classroom. As such, this article suggests ways to use video games in a broadcast journalism classroom. While video games are not perfect for each lesson in a broadcast journalism classroom, there are a variety of course objectives that would be greatly complemented by video games, especially equipment training. It would be worthwhile for scholars to create more guidelines for implementing video games into other specific courses and curricula.

10-text-1423

The mentoring program for writing fellows not only improved the interactions between new and experienced writing fellows, but also reinforced key philosophies of the writing fellows program, encouraged further reflection on tutoring strategies, and developed pedagogical concepts outside the classroom and even the tutoring session. The program encouraged writing fellows to think of themselves as leaders and teachers, even beyond their tutoring work. Mentees explored new strategies and raised questions in a lower-stress environment than if program administrators observed them; the peer relational aspect also ensured that the student-centered approach preferred by the program was seen as genuinely workable and practical, rather than simply a set of rules to follow.

11-text-1423

In summary, a comprehensive review of the literature suggests that exercise can be an effective method of not only providing physical benefits, but also serves to alleviate depression for participating older adults (throw in a couple of the references above). Thus, considering the ever increasing Baby Boomer population in the United States we recommend that more organizations treating or providing programs for depressed individuals include exercise as a permanent feature of programming. However, before doing so it is important that administration, staff, and volunteers should be properly educated on the benefits of participating in such programs and adhere to the practical guidelines we have provided.

12-text-1423

In sum, we used this assignment as a tool to enhance the teaching of evolutionary biology in a way that would reduce our students' apprehension about exploring and learning from a new perspective, while at the same time remaining respectful and sensitive to the students' own perspectives and identities. We feel strongly that this type of assignment can be advantageously implemented as a pedagogical tool in every discipline. The assignment was carefully structured to integrate college resources such as the library and the Web, implicitly emphasizing the idea that most learning occurs outside of the classroom. This curriculum empowers students to express their divergent perspectives, thereby beginning the difficult process of reconciliation between their beliefs and scientific theory, and reinforcing the powerful role of the educational system as a vehicle of inclusion in our modern society.

WS VISUAL RECOGNITION

WORD USAGE FREQUENCY

Above are 12 TEXT sections.

Below are 3 columns with 36 lines (entries) each.

1-WS-V-1423

Copy any three content words from each TEXT section onto any three lines in the left column, randomly. You copied 36 words.

2-WS-V-1423

Copy words from the left column into the center one, alphabetically.

To the right of each word add letter Y (YES - I am familiar with it) or N (NO - I am not familiar with this word).

3-WS-V-1423

Copy words from the center column into the right one, arranged by usage frequency.

To get usage frequency, go to prepared yourself TEXT GLOSSARY where each word has square brackets [] to the right with a number inside indicating how many times word appeared already in WAAE-W (usage frequency).

Randomly

Alphabetically

Usage frequency

[illegible]

WS PRACTICE

RECALL

LETTERS, WORDS, PHRASES

Given phrase consisting of letters and words:

"Student-centered writing and publishing project"

1-ws-p-1423

Can you recall five letters abbreviation (acronym) for it?

If not, your own TEXT GLOSSARY has the answer.

Copy abbreviation here _____

2-ws-p-1423

Find the above acronym in any paragraph (section),

Unit 12 Chapter 2. Write out the section

How many sentences in the section? _____

3-ws-p-1423

Write out the sentence with acronym

4-ws-p-1423

Identify sentence subject and predicate. Write out

SUBJECT _____

PREDICATE _____

5-ws-p-1423

Identify sentence pattern, circle suitable description:

- A. Simple, one independent clause
- B. Compound, more than one independent clause
- C. Complex, one independent and at least one dependent clause
- D. Compound-complex, more than one independent clause
and at least one dependent clause
- E. None of the above (See Chapter 2 for sentence patterns)

UNSCRAMBLE
(1-3)
ABSTRACT and CONCLUSION

Familiarity of *Know the Basics* and *WHICH is WHICH* may help.
See Chapter Three

Here are 3 sections of one article. Introduction text is written correctly.
Next two sections (Abstract and Conclusion) have sentence order scrambled.

INTRODUCTION The purpose of this paper is to examine whether teacher preparation programs currently provide ample experience in urban contexts, and to propose a model of an early, urban field experience which may be logistically feasible for many teacher education programs to implement. Thirty university based schools or colleges of education were examined for the types of urban school field experiences they require of their teacher candidates. Results indicate that, primarily for logistical reasons, many teacher preparation programs provide only superficial experiences in urban schools.

6-ws-p-1423

ABSTRACT Arrange 4 sentences in logical order:

Research on preparing teachers for urban schools indicates that reflective field experiences in urban settings can help future teachers develop cultural responsiveness and positive expectations for children of color.

It also describes one university's field-embedded literacy course which may serve as a model for an early, positive, urban field experience.

However, many universities merely require a few hours of observation in urban schools, and often place teacher-candidates in suburban schools for internships.

This paper reports on field placement practices of several universities' colleges of education.

7-ws-p-1423

CONCLUSION Arrange 2 sentences in logical order:

As described in the paper's introduction, experiences directly interacting with children from cultures different from one's own help to change monocultural perspectives, and can foster positive expectations for children from diverse backgrounds.

Field experiences in urban schools can heighten pre-service teachers' awareness of characteristics unique to urban schools, especially those schools that are in high poverty areas.

UNSCRAMBLE

(2-3)

INTRODUCTION and CONCLUSION

Familiarity of *Know the Basics* and *WHICH is WHICH* may help

See Chapter Three

Here are 3 sections of one article. Abstract text is written correctly. Next two sections (Introduction and Conclusion) have sentence order scrambled.

ABSTRACT Writing Green involves creating classroom policies, processes, and assignments which model mental sustainability and an ecological perspective. For college composition Cradle to Cradle is an example of a multidisciplinary text that connects the writing classroom with ecology by way of “Life Cycle Analysis.” “Questioning for the Common Good” illustrates the use of current events in green writing. Creatus viriditas means designing a course to include skills, experiences, and discoveries that will encourage student growth.

7-ws-p-1423

INTRODUCTION Arrange 6 sentences in logical order:

In addition, “Questioning for the Common Good” illustrates the use of current events as an alternate type of text analysis in preparation for essay or research writing.

This leads to Writing Green—Creatus Viriditas

Writing Green takes place in a classroom where policies, processes, and assignments all cultivate student growth.

Writing Green is a practical illustration of ecological principles within the college writing classroom.

The following discussion explains the organization of a Writing Green classroom and the use of Cradle to Cradle as a college composition text with “Life Cycle Analysis” providing writing prompts.

The policies, processes, and assignments in this course design consciously illustrate an ecological perspective in action.

8-ws-p-1423

CONCLUSION Arrange 5 sentences in logical order:

Developing an ecological perspective means seeing the world, both human and natural, and oneself as part of a dynamic, interconnected whole that is alive and capable of change.

Creatus viriditas—writing green can be used in the design of any course, not just composition courses.

Sustainable growth can happen anywhere if students and teachers use their time and energy intentionally.

No perspective is more valuable for learning—no perspective is more valuable for teaching.

We are not machines nor are we pre-determined.

Please write on a separate sheet of paper.

Handwriting helps to remember words, phrases, content...

UNSCRAMBLE

(3-3)

ABSTRACT and INTRODUCTION

Familiarity of *Know the Basics* and *WHICH is WHICH* may help
See Chapter 3

Here are 3 sections of one article. Conclusion text is written correctly.
Next two sections (Abstract and Introduction) have sentence order scrambled.

CONCLUSION The study was conducted using a descriptive design by which participants reported on their personal behaviors in relationship to knowledge of and utilization of evidence-based recommendations. Reliance on self-reporting may result in inflation of perceived positive behaviors. Likewise, participants may under-report perceived negative behaviors. This study was conducted in the state of Texas and therefore generalization is limited. Future researchers should conduct a national study of educational diagnosticians' and school psychologists' knowledge and utilization of evidence-based recommendations.

9-ws-p-1423

ABSTRACT Arrange 5 sentences in logical order:

Moreover, results suggest participants do not possess knowledge nor do they recommend SIM strategies related to expressing information.

The study used survey research.

The purpose of the study was to evaluate the knowledge level and degree to which educational diagnosticians recommend evidence-based strategies when writing full individual evaluations.

One hundred and ten educational diagnosticians completed the 34 question survey.

Results indicate that participants possess limited knowledge of Strategic Instruction Model (SIM) strategies related to reading and storing and remembering information.

10-ws-p-1423

INTRODUCTION Arrange 2 sentences in logical order:

The purpose of this article is to report findings of a research study that evaluated the knowledge level and degree to which educational diagnosticians recommend evidence-based strategies when writing full individual evaluations.

The overall goal is to provide information that will assist educational diagnosticians in writing evidence-based recommendations that can be implemented in classroom settings.

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

WS TEST YOURSELF

ABSTRACT, INTRODUCTION

(1-2)

CONCLUSION

Here are two sections of one article:

ABSTRACT 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. [11-text-1209]

INTRODUCTION 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. [2-text-1209]

1-ws-t-1423

Write out few overlapping content words, common to both sections.
Leave blank if none.

NOUNS _____

VERBS _____

ADJECTIVES _____

ADVERBS _____

2-ws-t-1423

Find 3rd section, conclusion to the above two by matching above content words with words in 12 TEXT section for this unit.

CONCLUSION TEXT # _____

ABSTRACT, INTRODUCTION

(2-2)

CONCLUSION

Here are two sections from past chapters.

ABSTRACT 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. [12-text-1209]

INTRODUCTION 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. [1-text-1209]

3-ws-t-1423

Write out few overlapping content words, common to both sections.
Leave blank if none.

NOUNS _____

VERBS _____

ADJECTIVES _____

ADVERBS _____

4-ws-t-1423

Find 3rd section, conclusion to the above two by matching above content words with words in 12 TEXT section for this unit.

CONCLUSION TEXT # _____

WS CONTROLLED and GUIDED WRITING

STAND-ALONE-PARAGRAPH

BASIC paragraph of 5- 9 sentences

DIVIDED into 3 parts

- (1) **TOPIC SENTENCE** - focus sentence
(1 - 2 sentences), indicates what the text is about
- (2) **BODY** - details, explains (3 - 5 sentences)
- (3) **FINAL THOUGHT** - conclusion (1 - 3 sentences) reiterates what the text is about and/or demonstrates its benefit to the reader

ADDRESSING one subject as reflected in three sections of published article.

1-ws-w-1423

Adopt content and function words from three given sections **ABSTRACT**, **INTRODUCTION**, **CONCLUSION** to write stand-alone-paragraph. You may find useful additional explanation in Chapter 3 **STAND-ALONE-PARAGRAPH**.

ABSTRACT Chess is often cited as a means of promoting cognitive and affective growth in students. We review some of that literature, but we primarily focus on our personal growth journeys through chess, showing what it gave us intellectually and socially, and how it has encouraged us to share this type of growth with others, building a community of learner/scholars. We conclude that teachers who start and participate in school chess clubs and encourage their students to participate in all of the activities of the chess world, including adult chess clubs, will promote their intellectual and social growth for a lifetime as well.

INTRODUCTION Benjamin Franklin was one of the first proponents of the advantages of chess and chess play in this country, but even he is supposed to have lamented, "Chess hath not given me what I hath given it." (Hagedorn, 1958). But in the first American book published on chess, in 1802, Franklin noted the following:

The Game of Chess is not merely an idle amusement. Several very valuable qualities of the mind, useful in the course of human life, are to be acquired or strengthened by it, so as to become habits, ready on all occasions. For Life is a kind of Chess, in which we have often points to gain, and competitors or adversaries to contend with, and in which there is a vast variety of good and ill events, that are, in some degree, the effects of prudence or the want of it. (Franklin, 1802).

Franklin felt that chess developed three important qualities of mind: Foresight, Circumspection, and Caution, as well as, "And, lastly, we learn by chess the habit of not being discouraged by present bad appearances in the state of our affairs, the habit of hoping for a favorable change, and that of persevering in the search of resources." (Franklin, 1802). We propose that chess does give much to its devotees, as the habits listed by Franklin suggest. Using our stories as models, we discuss the growth potential of chess.

CONCLUSION What Can Teachers Do? Teachers can help to build a community of learners by starting or participating in an after-school chess club. A teacher starting an after school club may be disappointed by the fact that the club will probably consist of mostly boys, but it is precisely young men who can benefit most from an non-violent, intellectual alternative to other types of communities. Teachers can help by encouraging young people to play in adult chess tournaments and by going to adult chess clubs as well. For those teachers who want to learn not only how to start a chess club, but also find ways to use chess within their curriculum (Chess can be used as analogue to teach the Pythagorean Theorem, to teach physical concepts, and even included in reading assignments through its popularity in the Harry Potter books.

2-ws-w-1423

TOPIC SENTENCE 1 - 2 sentences

BODY 3 - 5 sentences

FINAL THOUGHT 1 - 3 sentences

3-ws-w-1423

STAND-ALONE-PARAGRAPH 5- 9 sentences

*Know the Basics***WORDS**

- content words
- function words

SENTENCES

- simple, one independent clause
- compound, more than one independent clause
- complex, one independent and at least one dependent clause
- compound-complex, more than one independent clause and at least one dependent clause

PARAGRAPHS

Five sentences is a common length for a paragraph.

A paragraph can be defined as a group of sentences or a single sentence.

- abstract
- introduction
- body
- conclusion

ESSAYS

A short essay may have:

- 3 paragraphs (introduction, body, and conclusion)
- 7-15 sentences
- 50-100 words

ARTICLES

A short article can have 4 paragraphs.



Academic Exchange Quarterly TEXT 12 sections:

1-text-1424

The purpose of this study was to examine K-5 elementary teachers' reported beliefs about the use, function, and importance of the Inquiry Method in the instruction of science in their classrooms. Learning more about the science teaching and learning environment may help teachers, administrators, curriculum developers, and researchers gain greater insights about student learning, instructional effectiveness, and science curriculum development at the elementary level.

2-text-1424

This research study investigated K-5 elementary teachers' beliefs about the function and uses of the Inquiry Method of instruction in science teaching. The researcher believes that the data collected from this study provided answers to the key research questions. The elementary teachers surveyed indicated they believe the Inquiry Method is an effective teaching strategy that promotes problem solving and critical thinking skills. This study served as an initial exploration of K-5 teachers' beliefs about the function, uses, of the Inquiry Method in elementary science instruction.

3-text-1424

This paper explores how two university-based service learning programs enhance capacity building in the community. Analyzing the service learning programs in two universities, this paper explores the differences and similarities between the two universities with respect to the practical approaches to service learning pedagogy and community civic engagement. The paper uses the concepts of social capital and capacity building to understand the partnership between these universities and community organizations.

4-text-1424

In this paper we have looked at how two universities, UCF and EMU, implement academic service-learning and the importance of service learning for the community's capacity building. What is actually done through service learning is the promotion and sustenance of the common good, respectively, civic engagement. Civic engagement, in turn, builds social capital. Although using different means to develop and promote service learning, both universities had the same goal in mind and they worked hard towards developing good relationships with the community and in having students involved in the community for the creation of greater good.

5-text-1424

Incorporating service-learning in the dietetics curriculum resulted in several benefits to knowledge, perceptions and skills among students, not only through individual experience, but in the lessons that were brought back to the classroom to expand the learning environment for all students. The project described was an innovative way to integrate service-learning, graduate student training, and community-based research. While this paper provides general results of integrating service-learning, greater work needs to be done to more purposefully develop the experiences to achieve program accreditation competencies, and assess the validity of the experiences in achieving those competencies.

6-text-1424

In examining the effectiveness of the SWH approach and on a broader scale, argument-based inquiry approaches to science, the authors contend that students come to school with the skills needed to be successful in science argumentation. The ability to reason and negotiate about things outside of science (e.g. toys, music, television, or other things of personal interest) demonstrate the pre-requisite skills needed for purposeful scientific discussion in the classroom setting. As aligned with the purpose of the study, the results support that the use of the SWH approach may help low-achieving students improve critical thinking skills. The results from this study illustrate that the effects of SWH approach on low-achieving students critical thinking scores was much greater growth than students in traditional science classrooms. In summation, the evidence from this study supports the notion that the SWH may have some influence on improving critical thinking skills for students who are traditionally considered low-achieving.

7-text-1424

Experiential learning provided through hypothetical scenario enactments poses learners with authentic and relevant challenges within a sheltered environment in which to explore and acquire effective communicative skills necessary for addressing myriad interactions and interpersonal challenges in future real-life situations. Situated agency emerges through an interactional experiential and decision-making process as learners test and apply their budding skills and gain confidence to take action in unfamiliar situations.

8-text-1424

The work of writing centers is far from over, and the search for our due respect continues. On many campuses, writing center directors must be willing to take on leadership roles that go far beyond a job description. Yet the information presented here shows that progress can be made and students can be greatly helped, even during less-than-ideal times. Moreover, because our ultimate goal is to obtain autonomy and true worth on our campuses, future research could demonstrate how these strategies can be enhanced and a budget ultimately established. Creating strong ties with specific units and being smart with data collection are effective strategies to use no matter what the fiscal situation may be. When we are willing to work a little harder for the sake of our students, the rewards for both our clients and student consultants are priceless.

9-text-1424

The data concerning the effectiveness of instructional technology is rather mixed. It may be the case that presenting instructional material to students using technology is just another medium (e.g., web pages, PowerPoint shows, transparencies, chalkboards) for presenting information which may or may not lead to significant increases in student performance and learning. On the other hand, it is most likely the case that instructional technology is an effective and innovative tool for conveying information and increasing student learning. However, it is just that . . . a tool!. One must learn how to use the “tool” in an appropriate manner in order to affect student outcomes. That is, it is important that educators do not use instructional technology just for the sake of using it. Instead, educators should strive to develop innovative teaching strategies that increase student learning and comprehension. If the use of instructional technology can help achieve this goal, then it should be considered for implementation.

10-text-1424

The current article discusses how to capitalize on the tools in online course management programs (e.g., WebCT, Blackboard, etc.) in order to engage students and assess student learning and performance. By using these tools appropriately, a collaborative learning community may be formed in an online or hybrid course.

11-text-1424

The results of the student survey showed how they exuded a more positive attitude with regards to math, science, and technology and their desire to continue their education into a STEM career path. Prior to the STEM Academy, only 40 percent of students considered attending a community college. After completion of the STEM Academy the percentage rose to almost 48 percent. Recruiting potential students to high demand jobs through summer camps should continue to be a priority of community colleges. With the expected demand of STEM educated college graduates in the workforce, this academy inspired 67 percent of students to pursue a career in a STEM related field.

12-text-1424

In addition to the technological challenges facing institutions are the pedagogical challenges for faculty in transitioning courses from the physical to the virtual classroom. Attempting to develop and teach an online course requiring that the student acquire not only content knowledge, but also critical thinking skills was such a challenge. It also revealed useful information for further endeavors. There appeared to be a synergy between the improvement in the asynchronous communications on the discussion board, and the students' ability to independently read and critically analyze, as evidenced by their written essays. This is not to suggest that everyone's essays ultimately achieved the same level of performance, but 79% of those who participated on the discussion board did achieve some improvement in their essays. Issues of equity and resource allocation are also challenges that must be confronted if all students, with the desire, are to be enabled to take advantage of these new opportunities.

WS VISUAL RECOGNITION

WORD USAGE FREQUENCY

Above are 12 TEXT sections.

Below are 3 columns with 36 lines (entries) each.

1-WS-V-1424

Copy any three content words from each TEXT section onto any three lines in the left column, randomly. You copied 36 words.

2-ws-v-1424

Copy words from the left column into the center one, alphabetically.

To the right of each word add letter Y (YES - I am familiar with it) or N (NO - I am not familiar with this word).

3-WS-V-1424

Copy words from the center column into the right one, arranged by usage frequency.

To get usage frequency, go to prepared yourself TEXT GLOSSARY where each word has square brackets [] to the right with a number inside indicating how many times word appeared already in WAAE-W (usage frequency).

Randomly

Alphabetically

Usage frequency

[illegible]

4-WS-V-1424

Ten or more YES may indicate positive progress in acquiring passive knowledge of English.

WS PRACTICE

RECALL

LETTERS, WORDS, PHRASES

Given phrase consisting of letters and words:

"Science Writing Heuristic"

1-ws-p-1424

Can you recall three letters abbreviation (acronym) for it?

If not, your own TEXT GLOSSARY has the answer.

Copy abbreviation here _____

2-ws-p-1424

Find the above acronym in any paragraph (section),

Unit 14, Chapter 3. Write out the section

How many sentences in the section? _____

3-ws-p-1424

Write out the sentence with acronym

4-ws-p-1424

Identify sentence subject and predicate. Write out

SUBJECT _____

PREDICATE _____

5-ws-p-1424

Identify sentence pattern, circle suitable description:

- A. Simple, one independent clause
- B. Compound, more than one independent clause
- C. Complex, one independent and at least one dependent clause
- D. Compound-complex, more than one independent clause
and at least one dependent clause
- E. None of the above (See Chapter 2 for sentence patterns)

UNSCRAMBLE
(1-3)
ABSTRACT and CONCLUSION

Familiarity of *Know the Basics* and *WHICH is WHICH* may help.

Here are 3 sections of one article. Introduction text is written correctly.
Next two sections (Abstract and Conclusion) have sentence order scrambled.

INTRODUCTION The influence of Hollywood on our lives is undeniable. The majority of films produced today are commercial in intent, generating large audiences and revenue. This suggests that rather than enlightenment, most moviegoers are seeking entertainment and escape. Despite their intentions, movies have the power to influence, and as such, have the power to become a useful teaching tool. By understanding this powerful medium we can learn why popular film compliments our current teaching methods. By examining the intersection between film and psychology and the limitations of using movies in our classrooms, we can form a basis by which to determine if film is an appropriate pedagogical tool to use.

6-ws-p-1424

ABSTRACT Arrange 4 sentences in logical order:

General Psychology has long been a popular course on college campuses, and more and more students are required to take the course as a requirement.

Using film in the classroom is an excellent way of taking abstract theoretical concepts and making them tangible and useful for today's student.

The challenge for today's educators is building upon established teaching methods and developing innovative means of instruction.

Rationale, psychological topics, and concerns with using film as a pedagogical tool are discussed.

7-ws-p-1424

CONCLUSION Arrange 4 sentences in logical order:

As educators we share a common goal of making our subject areas more accessible and easier to understand for students.

In this process, we want to encourage students to take an active role in the learning process and to process the information at deeper and more complex levels.

Incorporating teaching techniques that students enjoy and are comfortable with is one way of raising interest, enthusiasm, and effort.

Motion pictures allow for us to do that by providing a multi-sensory presentation, and guided critical discussion, to aid students in comprehending difficult or abstract subject matter.

UNSCRAMBLE

(2-3)

INTRODUCTION and CONCLUSION

Familiarity of *Know the Basics* and *WHICH is WHICH* may help

See Chapter Three

Here are 3 sections of one article. Abstract text is written correctly. Next two sections (Introduction and Conclusion) have sentence order scrambled.

ABSTRACT This literature review presents a model of how the effect of parental psychosocial factors could be mediated by children's self-efficacy beliefs and ability to delay gratification. It is expected that the exposition of this model will stimulate research approaches and will generate important educational implications. This model will serve as an explicit rationale for attempting to delineate parental and student psychosocial pathways to adequate academic success.

7-ws-p-1424

INTRODUCTION Arrange 2 sentences in logical order:

The purpose of this literature review is to present a model of how the effect of parental psychosocial factors (e.g., socioeconomic status, parental academic efficacy, and parental academic aspirations) could be mediated by their children's self-efficacy beliefs (e.g., children's academic efficacy, and self-regulatory efficacy) and their abilities to delay gratification.

This literature review serves as an explicit rationale for attempting to delineate parental and student psychosocial pathways to adequate academic success.

8-ws-p-1424

CONCLUSION Arrange 4 sentences in logical order:

However, parental roles could be effective in enhancing academic performance among children depending on the parents' academic efficacy, academic aspirations, prior achievement and students' self-efficacy.

The literature discussed suggests that there is a relationship between students' self-efficacy and self-regulatory efficacy and their delay of gratification.

Parents, teachers, and children themselves could all contribute to children's self-efficacy, development of self-regulatory efficacy, and academic achievement.

Students' academic achievement and parental academic efficacy are related.

UNSCRAMBLE

(3-3)

ABSTRACT and INTRODUCTION

Familiarity of *Know the Basics* and *WHICH is WHICH* may help

See Chapter 3

Here are 3 sections of one article. Conclusion text is written correctly.
Next two sections (Abstract and Introduction) have sentence order scrambled.

CONCLUSION In conclusion, the aspects of social cognition as it parallels the reading comprehension process connect two important learning goals through the use of one established literacy lesson in the classroom curriculum. Goals for improved social behavior of children are timely issues and the educational environment is called to assist in the shaping of tomorrow's citizens in addressing these goals. As noted in the words of John Dewey; we "must have a type of education which gives individuals a personal interest in social relationships and control, and the habits of mind to secure social changes without introducing disorder." Dewey suggests that education is that realm where learning to work and interact with others in a positive way can contribute to a more effective society.

9-ws-p-1424

ABSTRACT Arrange 3 sentences in logical order:

With literacy as a major focus for learning, this article highlights the benefits of literacy instructional procedures that can build reading comprehension while enhancing social behavior through social cognition processes.

Given the relationship between social competencies and academic success it would be beneficial for educators to incorporate both cognitive and affective objectives into their instruction whenever possible.

The strategy presented will illustrate the important parallels in cognitive thought leading to understanding text and social behavior.

10-ws-p-1424

INTRODUCTION Arrange 5 sentences in logical order:
This article will share the parallel processes found in social cognition and comprehension and explain the elements needed to incorporate social cognition into literacy lessons that enhance social competencies as well as promote reading comprehension.

Literacy instruction continues to be a primary target and concern for preparing students in a complex society.

Not only are we striving for academic achievement but demand social competencies as we face increasing challenges in learning and working together.

Teachers are being held accountable at every turn.

The relationship between social competencies and academic success suggests literacy instruction that incorporates both comprehension and social learning may result in multiple learner benefits.

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

WS TEST YOURSELF

ABSTRACT, INTRODUCTION

(1-2)

CONCLUSION

Here are two sections of one article:

ABSTRACT 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. [4-text-1211]

INTRODUCTION 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. [9-text-1211]

1-ws-t-1424

Write out few overlapping content words, common to both sections. Leave blank if none.

NOUNS _____

VERBS _____

ADJECTIVES _____

ADVERBS _____

2-ws-t-1424

Find 3rd section, conclusion to the above two by matching above content words with words in 12 TEXT section for this unit.

CONCLUSION TEXT # _____

ABSTRACT, INTRODUCTION

(2-2)

CONCLUSION

Here are two sections from past chapters.

ABSTRACT 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. [12-text-1211]

INTRODUCTION 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. [1-text-1211]

3-ws-t-1424

Write out few overlapping content words, common to both sections.
Leave blank if none.

NOUNS _____

VERBS _____

ADJECTIVES _____

ADVERBS _____

4-ws-t-1424

Find 3rd section, conclusion to the above two by matching above content words with words in 12 TEXT section for this unit.

CONCLUSION TEXT # _____

WS CONTROLLED and GUIDED WRITING

STAND-ALONE-PARAGRAPH

BASIC paragraph of 5- 9 sentences

DIVIDED into 3 parts

(1) **TOPIC SENTENCE** - focus sentence

(1 - 2 sentences), indicates what the text is about

(2) **BODY** - details, explains (3 - 5 sentences)

(3) **FINAL THOUGHT** - conclusion (1 - 3 sentences) reiterates what the text is about and/or demonstrates its benefit to the reader

ADDRESSING one subject as reflected in three sections of published article.

1-ws-w-1424

Adopt content and function words from three given sections **ABSTRACT**, **INTRODUCTION**, **CONCLUSION** to write stand-alone-paragraph. You may find useful additional explanation in Chapter 3 **STAND-ALONE-PARAGRAPH**.

ABSTRACT This study examines the impact of English learning on Chinese college students' cultural orientation. Findings revealed that in China, English learners are becoming direct, active and individualistic, as influenced by Western culture, which contradicts with traditional Chinese values of humbleness, conservativeness and collectivism. Results corroborate with the inseparable relationship between language and culture in second language acquisition, as well as the fact that in China, introduction of Western culture is an integral component in English language teaching.

INTRODUCTION Sociologists and linguists have concurred that language and culture are two inseparable elements. This might lead one to hypothesize that learning a language is inevitably accompanied by learning the culture embedded in that target language. In China, English language learning programs have been implemented for mandatory schooling (starting as early as upper elementary grade) since 1980s. Ever since then, the access to the Western world in terms of advancement in science and technology has been geometrically increasing, and English proficiency can not only facilitate communication but bring more job opportunities and promotion. Since Chinese culture is believed to differ substantially from Western culture there are obstacles in cross-cultural understanding even in a situation when both sides speak English. For senior college students who have approximately 10 years English learning experiences and who are ready to compete in the world job market, do we expect any Western cultural influences? Therefore, the purpose of this study is to address the issue of the impact of English learning on Chinese college students' cultural orientation.

CONCLUSION Findings in this study revealed that English language learners are becoming direct, active and individualistic. Such characteristics contradict with traditional Chinese culture which highly values humbleness, conservativeness and collectivism. Chinese college students are accepting Western culture and behaving accordingly. Such change has been reflected in various aspects such as their social interactions, value system and attitudes;

and the rate of accepting compliment is found to be much higher than the earlier studies. These findings are consistent with claim that “Chinese traditional attitudes and behavior may not be entirely valid in the People’s Republic of China.” In mainland China, college English learning is usually accompanied with the learning of English culture, which is considered a factor promoting English learning. Interestingly, exposure to English has to some extent influenced the culture orientation among Chinese English learners.

2-ws-w-1424

TOPIC SENTENCE 1 - 2 sentences

BODY 3 - 5 sentences

FINAL THOUGHT 1 - 3 sentences

3-ws-w-1424

STAND-ALONE-PARAGRAPH 5- 9 sentences

BIBLIOGRAPHY - 4

Hoffman, Melvin (2005). Grammar: Defying Definition beyond Two Millennia. *Academic Exchange Quarterly*, 9(2), 280-284

Johnstone, K. M., Ashbaugh, H., and Warfield, T. D. (2002). Effects of repeated practice and contextual-writing experiences on college students' writing skills. *Journal of Educational Psychology*, 94, 305-315.

Levy, C. M., & Ransdell, S. (1995). Is writing as difficult as it seems? *Memory & Cognition*, 23, 767-779.

Lunsford, A. and Connors, R. (1995). *The St. Martin's Handbook - Annotated Instructor's Edition*, New York: St. Martin's

You ended reading Volume 1, Chapter 4, Units 19, 20, 21, 22, 23, 24



Next Volume 2, Chapter 5, Units 25, 26, 27, 28, 29, 30 Spring 2019

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.

