

GUIDED PRACTICE

Class: First-Year Composition (MW class)

Date assigned: Wednesday, 11 September

Date due: Sunday, 15 September (11:59 pm)

Time estimate to complete this assignment: 55-65 minutes.

Overview/Introduction

What is this lesson about? Why do we care?

The priority of a composition class is to help you write on general and discipline-specific topics. But apart from learning about writing, you may also need help with some grammar errors you may make. One of the most common grammar points both native and ESL (English as a Second Language) students have difficulty with is sentence-level errors, such as comma splices, fragments, and run-on/fused sentences. Teaching students the specific grammar point is important because no matter how good their ideas are in their writing, the repetition of such errors can distract the readers and may even interfere with the meaning.

This lesson is part of a larger module in our composition class. The larger module is about learning how to write short stories/personal narratives. Such a module takes about two weeks during which you read and comment on other writers' stories, discuss and develop new writing strategies, and prepare your own narratives at the end. Part of this module can also be a specific grammar point that most students have been identified to have difficulty with. For this module, the grammar component you will study is sentence-level errors.

Learning Objectives

Basic objectives

List 3-5 learning objectives that you expect students to be able to master on their own before class.

At the conclusion of this activity, you will be able to:

- Define independent and dependent clauses
- Describe what fragments, comma splices, and run-on/fused sentences are
- Identify correct sentences vs those with sentence-level errors.

Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering.

At the end of this module, you will be able to:

- Differentiate among the three kinds of errors
- Analyze and explain errors
- Rewrite the same sentences without errors
- Compose paragraphs with correct sentence structures

Preparatory Activities and Resources:

1. Give detailed, action-oriented instructions for completing the Guided Practice assignment. Keep in mind that the activities should be minimal, simple, engaging, productive, and failure tolerant (see Talbert, 2017, pg. 135)

Please, study the resources below and then complete the three short exercises in the worksheet posted on Blackboard/Weekly Modules/today's date.

Exercise 1: Determine which clauses are independent and which are dependent by putting (I) for independent and (D) for dependent at the end of each clause.

Exercise 2: Read the three definitions and name the error described--fragment, comma splice, or run-on/fused sentence.

Exercise 3: Read the 10 sentences and write (C) in front of the correct sentences or (W) if they are wrong.

2. Give a "playlist" of resources such as readings, videos, audio, or other content delivery methods that provide students the content to work with.

RESOURCES

- A PowerPoint presentation I have created and posted on Blackboard (25-30 mins)

For more help, you can also visit the following website and/or watch a YouTube video.

- Link to grammar website
From *Purdue Owl*: independent and dependent clauses and errors to avoid (8-10 mins)
https://owl.purdue.edu/owl/general_writing/punctuation/independent_and_dependent_clauses/index.html
- YouTube videos
 - Fragments (2:50 mins)
https://www.youtube.com/watch?v=icxcegJhsqs&list=PLAgJikyL6G5X6BHS8juZ5ghFDAuZg_-cy&index=1
 - Comma Splices (2:28 mins)
https://www.youtube.com/watch?v=y_DZsYSQo4Q&list=PLAgJikyL6G5X6BHS8juZ5ghFDAuZg_-cy&index=2
 - Run-on/Fused Sentences (2:36 mins)
https://www.youtube.com/watch?v=f49N5OkBMwQ&list=PLAgJikyL6G5X6BHS8juZ5ghFDAuZg_-cy&index=3

Exercises: Please complete by _____.

- Give a method for students to submit their work online BEFORE the face to face class meeting. Google forms, Surveymonkey, and tools in your LMS will all work. Alternatively, give them instruction on what completed work to bring to class as an entry ticket.
- The submitted work should demonstrate students' mastery of the basic learning objectives.

Submit the completed worksheet to Blackboard/Assignments by 11:59 pm, Sunday, 15 September.

I will check for a good-faith effort, completeness, and timeliness, and your worksheets will be graded as PASS/FAIL (5 points for passing worksheets).

Questions?

Give a way for students to get help.

For any questions that may arise, you can post them on our class Discussion Board, and both your classmates and I will respond to them ASAP. Alternatively, you can email me.

ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Date assigned: Monday, 16 September (during class)

Date due: Wednesday, 25 September (11:59 pm). Reflection is due on Friday, 27 September.

Time estimate to complete this assignment: (Note that this is advanced practice, so is expected to take longer than a preparatory assignment – but not TOO long! Keep it reasonable.)

Learning Objectives

Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering in class and after class.

Students will be able to:

- Differentiate among the three kinds of errors
- Analyze errors at a sentence level
- Rewrite sentences without errors
- Compose their own paragraphs with correct sentence structures

The first three objectives are covered with the in-class activities. The last and more complex objective will be achieved when students will produce their own writing (a personal narrative, which is the objective of a larger module in a composition class).

Activities & deliverables

- Give detailed, action-oriented instructions for completing the assignment. Make sure to also include a reflective component.
- Describe what students should turn in, by when.

Compose your own personal narrative (2-3 pages) about an event that empowered you to achieve a difficult goal (remember S. Alexei's, Malcolm X's and T. Barrientos' stories we discussed in class).

Step 1: Write a rough draft of the paper (1-2 pages) and bring it to class on Wednesday, 18 September for a peer review workshop. Give feedback to a classmate's draft according to the feedback questions handout I'll give out. An important part is helping your classmates identify and correct sentence-level errors.

Step 2: Revise and finalize your paper (you have one week to do so).

Step 3: Submit your paper to Blackboard/Assignments (by 11:59 pm on Wednesday, 25 September).

Step 4: After the paper submission, post a short, anonymous paragraph on our class Discussion Board reflecting on how and why you improved your writing or how and why you still have problems when writing even after learning more about sentence-level errors (by 11:59 pm on Friday, 27 September).

Resources:

- Give a “playlist” of resources to help students complete the assignment.

Our class readings and discussions on other writers’ personal narratives (S. Alexei, Malcolm X, T. Barrientos).

For the grammar component of the paper, you can use/review the resources posted in the Guided Practice.

Questions?

Give a way for students to get help.

For any questions that may arise, you can post them on our class Discussion Board, and both your classmates and I will respond to them ASAP. Alternatively, you can email me.

Flipped IN-CLASS Lesson Plan Template

Topic or concept:

Sentence-level Errors (fragments, comma splices, run-on/fused sentences)

Basic objectives for preparatory work:

Students will be able to:

- Define independent and dependent clauses
- Describe what fragments, comma splices, and fused sentences are
- Identify correct sentences vs those with sentence-level errors

Advanced objectives for classwork & after class work:

Students will be able to:

- Differentiate among the three kinds of errors
- Analyze and explain errors
- Rewrite sentences without errors
- Compose their own paragraphs with correct sentence structures

	Time planned	Activity and rationale	Resources needed
Beginning of class period	15 mins	<p>Q&A: students ask questions about the most difficult parts of the content.</p> <p>The guided practice worksheet exercises will be answered and explained as a class activity by the students; I will intervene only in case they have problems with some exercises and/or sentences.</p> <p><i>Students will have the opportunity to solidify what they already know about the theory, clarify any misconceptions, and achieve all basic learning objectives.</i></p>	<p>Slides from the PPT in the Resources may be necessary.</p> <p>Worksheet projected on the board.</p>

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compose their own paragraphs with correct sentence structures 	<p>Composing a personal narrative. This assignment comes after the stories we read and discussed in class. First, they will write a rough draft of their narrative and then give feedback to a classmate's paper; this will help them identify errors in others' writing and improve their own writing in return by avoiding sentence-level errors.</p> <p>Reflecting on their progress on sentence-level errors. They will be able to reflect on their writing while paying attention to this grammar point and evaluate their improvement or any lack of it.</p>	<p>Compose your own personal narrative (2-3 pages) about an event that empowered you to achieve a difficult goal (remember S. Alexei's, Malcolm X's and T. Barrientos' stories we discussed in class).</p> <p>Step 1: Write a rough draft of the paper (1-2 pages) and bring it to class on Wednesday, 18 September for a peer review workshop. Give feedback to a classmate's draft according to the feedback questions handout I'll give out. An important part is helping your classmates identify and correct sentence-level errors.</p> <p>Step 2: Revise and finalize your paper (you have one week to do so).</p> <p>Step 3: Submit your paper to Blackboard/Assignments (by 11:59 pm on Wednesday 25 September).</p> <p>Step 4: After the paper submission, post a short, anonymous paragraph on our class Discussion Board reflecting on how and why you improved your writing or how and why you still have problems with sentence-level errors, even after our lesson devoted to them (by 11:59 pm on Friday, 27 September).</p>