LONE STAR COLLEGE
NORTH HARRIS

TITLE V
DEVELOPMENTAL ENGLISH
CURRICULUM REDESIGN

HOUSTON, TEXAS
2017

Table of Contents

Introduction

Meaningfully Aligned Targeted Courses for Hispanic Students (MATCH) helps ensure underserved students are receiving best-fit instruction based on proven methods and needs. The Developmental English Alternative Delivery initiative enables students to receive instruction targeted on individual needs by developing materials for use in alternative delivery frameworks at the lower level of developmental English instruction.

Tied to best practices and the course learning outcomes, the Title V DS English faculty have scaffolded sample assignments that are not tied to any one instructor or book. With the help of the instructional designer, the team wants to optimize ways for individual instructors to modify the specifics of their own assignments but provide them with a structure and sequence of activities that are likely to promote success.

The Title V faculty have also explored various online materials to aid class instruction and to serve as resources for students outside class. If a student misses class, she can access the online materials to stay caught up; if a student needs additional time to understand course assignments, the online materials become a powerful resource to draw on besides the printed texts. Many of the struggling ENGL 0304 Reading I and ENGL 0306 Writing I students can benefit from multiple exposures to audio and visual texts, ones that are short and that target specific skills and strategies.

Consequently, the DS English design team has created an online repository in Desire2Learn (D2L), the learning management system, of all the documents they have created and the materials they have collected so that they can continue to refine all materials at any time. As they complete the project, they will be able to finalize materials for easy access by others outside the team.

This document provides an overview of the materials that have been developed to support the Title V MATCH initiative of development of materials for use in alternative delivery frameworks for the lowest level developmental reading and writing courses.

TITLE V LANGUAGE DEVELOPMENT

- **Sentence Combining _ Part I: Simple and Compound Sentences**

    In this short video clip, Shaun MacLeod reviews what a basic sentence is so that you will know if your sentences are complete. Then, he explains 3 ways for combining sentences to help your reader understand the connections you see among ideas.

- **Sentence Combining _ Part II: Complex and Compound-Complex Sentences**

    In this short video clip, Shaun MacLeod reviews how to use subordinating conjunctions (*because, when, so that, if, since, even though)* to create one sentence with an independent clause and a dependent clause. Then, he explains how writers can use both coordination and subordination to create what are called compound-complex sentences. Again, these are different ways of combining sentences to help your reader understand the connections you see among ideas.

- **Sentence Fragments: A Major Sentence Boundary Error**

    In this video, Shaun MacLeod explains three common ways student writers create sentence fragments. This problem occurs when students punctuate a group of words as a sentence when that group is not a sentence. He reminds you of the dangers of setting off subordinating (dependent) clauses as though they were complete sentences. He then discusses fragments that come about because of incomplete verb forms. Finally, he discusses structures that lack a verb at all.

- **Prepositional Phrases**

    In this video clip, Shaun MacLeod reminds us that we use prepositional phrases to add detail to our writing. As you watch the video, you will also notice that phrases, no matter how long or detailed, are not complete sentences. Understanding the difference between a phrase and a clause will help you avoid fragments and help you with punctuation.

- **Comma Splices and Run-ons: Two More Sentence Boundary Errors**

    In this video clip, Shaun MacLeod reviews two common sentence boundary errors: the comma splice and the run-on. These errors occur when the writer runs complete sentence together without the proper punctuation. These sentences are hard for the reader to understand because the ending of one idea and the start of the next get mixed up (fused).

- **Subject-Verb Agreement: Singular Subject/Singular Verb vs. Plural Subject/Plural Verb**
    In this video, Shaun MacLeod explains ways to avoid problems with subject-verb agreement, especially in different sentence structures.

- **Commas - Part I: Items in a list and Coordinating Conjunctions**
    In this video clip, Shaun MacLeod reviews two basic rules in the use of the comma. The first rule is the use of the comma to separate 3 or more items in a series. The items may be any sort of grammatical structure. Later, we will see these kinds of sentences are parallel structures as well. The second rule MacLeod reviews is the use of the comma with a coordinating conjunction (*and, but, or, for, nor, so, yet*) when we join two complete sentences.

3

- **Comma Rules - Part 2: Introductory Elements, Additional Information, and Minor Uses**
  In this video clip, Shaun MacLeod explains how to use a comma to set off introductory words, phrases, and clauses. He then explains the need for commas to set off inserted information in a sentence. This kind of information is often referred to as additional, non-essential information. This kind of information often sounds like a side comment the writer chooses to make. Finally, MacLeod explains some of the minor uses of the comma.

- **Semicolons: Punctuation**
  In this video, Shaun MacLeod explains the two major uses of the semicolon.

- **Colons: Punctuation**
  In this video, Shaun MacLeod explains the four major uses of the colon.

- **Apostrophe Trick**
  In this video, the presenter demonstrates practical strategies for using the apostrophe.

- **Apostrophes: Punctuation**
  In this short video created at Texas A&M, the speaker covers much information very quickly. This video does not have the clarity of Shaun MacLeod's video clips, but I am including it as a resource anyway. You may find the need to stop this clip from time to time.

- **Parallel Structure: Sentence Structure and Agreement**
  In this video clip, Shaun MacLeod explains the need to use the same grammatical elements to achieve balance in our sentences. Parallelism is one more kind of agreement to achieve this balance. When a writer produces a sentence with multiple elements, that is more than one subject, more than one verb, more than one adjective and so forth, he must make sure that each of the elements is in the same grammatical form. If he does, the sentence is said to be parallel**.**

- **Misplaced and Dangling Modifiers - Part I: Misplaced Modifiers**

  In this video clip, Shaun MacLeod explains the need for writers to make sure their descriptive details actually describe what they intend. The correct word order in a sentence establishes clearly, logical connections for the reader.

- **Misplaced and Dangling Modifiers - Part 2: Dangling Modifiers**

  In this video clip, Shaun MacLeod explains that one kind of unintentional, illogical sentence structure results from a dangling modifier. In this kind of sentence, an introductory phrase does not connect with the subject of the sentence. The lack of connection will destroy the logic the writer intends. These problem sentences are easy to write in a first draft because writers know what they mean. During revision and editing, these problems will need to be addressed.

- **Sentence Variety: Negative Inversions**
  In this video clip, Shaun MacLeod discusses a sophisticated way to express an idea by changing the normal word order for emphasis. For example, *I had never seen such a beautiful sunset* becomes *Never had I seen such a beautiful sunset*. Both sentences are correct, but the sentence that begins with *never* changes the emphasis. Besides a change in emphasis, the writer has added sentence variety.

- **Sentence Building and Editing Resources (Grid)**

Sentence Building and Editing

Sentence Building	*Sentences Basics (I)	Adding Phrases	Coordination (I): Words and phrases	Coordination: Sentences (I)	Subordination (1)	Subordination (II): Relative Clauses
Sentence Revising and Editing	Verb Agreement (I)	Verb Agreement (II)	Faulty Parallel Structure (I)	*Run-ons (I) Faulty Parallel Structure (II)	Faulty Modification *Fragments	Clarity and Concision *Point of View
Sentence Proofreading	Punctuation, capitalization, and spelling (I)	Punctuation, Capitalization, and Spelling (II)	Commas (I)	Commas (II)	Commas (III)	Verb Agreement and Tense (III) Pronoun Reference

Editing Quiz for Video Clips

<u>Directions</u>: You are to type in your corrections for each item. There may be more than one way to correct the errors. As long as you correct the errors in a way that does not change the meaning of the sentence, your changes will be acceptable. (To keep you focused, correct errors identified by the subtitle. For example, under the category *fragments*, you will not try to find misspelled words. You will correct only the fragments you find.) When you finish with the corrections, you should save the *Word* document and then submit it by way of the drop box.

1. **Fragments:**
   - By leaving my cards at home, I don't have to debate whether or not to use my credit card to buy something I saw and probably don't need. A simple debate with myself wondering if the item I am holding is a necessity or a desire.
   - Opening up a bank account helped me mature. When it came to handling my money.
   - Taking the money automatically from my paycheck. I will be able to save money without thinking.

2. **Sentence Combining Practice:** write original sentences combining the ideas in two sentences with the conjunctions listed below.
   Here is a sample: *I took **the survey on curiosity, and I discovered that I am a very curious person**.* You may write about any subject you choose in practicing with the different sentence combining options.

   > But
   > And
   > However
   > Then
   > Because
   > If

3. **Comma Splices:**
   - Opening up a bank account helped me mature when it came to handling my money, however it took a while and a lot of knowledge to learn how to manage my money.
   - Creating a set budget is the easy part, following the set budget is the most difficult.

4. **Run-ons:**
   - My aunt graduated with a double major after 15 years, she retired and now owns a beautiful house on the lake.
   - I ask myself how many times I want to eat out then I budget the cost of those meals each month.
   - Opening up a bank account helped me mature when it came to handling my money however it took a while and a lot of knowledge to learn how to manage my money.

5. **Commas with items in a series:**
   - Setting a goal creating a plan working hard and not giving up will lead me to financial success.
   - To be successful, I have decided that I need to set goals graduate from college save money each month and use my money wisely.

6. **Commas with a coordinating conjunction**:
   - College played a big part in my aunt's life so I believe it will provide a bigger shot at becoming wealthy for me.
   - Credit cards are convenient but I have a lot to learn before I can use them without getting into serious debt.

7. **Commas with an introductory element**:
   - If I cannot find someone with the answer I will need to sit down and do my own research.
   - To plan for a secure financial future I have created a budget.
   - For example I have begun researching different stores for better prices.
   - To control how much I spend I ask myself whether I should eat out instead of automatically going out.
   - By putting more money into a savings account I can bring myself closer to buying a house.
   - After I subtract all the money I need for bills and entertainment I then know what I have left for going out with friends.

8. **Overuse of the comma**: Read each sentence carefully and remove any commas that do not need to be there. If the sentence is correct, leave it as it is. Some may be correct.
   - My aunt taught herself about handling her finances, because she wanted to be independent.
   - As I am making my plans, I think about, where I want to be later on in life.
   - Being a graduate, will allow me to get a better job to support myself, and my son.

9. **Subject-Verb agreement**:
   - I am proud of my mom because she now own her own business.
   - I see that my 401K is growing because my employer match up to 6% of what I contribute.
   - My aunt constantly remind me that I need to plan for my future.

10. **Dangling Modifiers:**
    - By having my degree, it would be a big plus on my resume.
    - Earning a degree in another year, my five-year-old son will be provided with a stable home life.

GUIDED WRITING: WRITING AN OPINION ESSAY

This unit guides you through the process of writing an informative essay, similar to the type of essay you might be required to write in a college classroom.

Opinion Paper: Body Art
Assignment

Your assignment is to write a multi-paragraph thesis-driven essay on the topic of body art. Your final essay should include an engaging introduction and conclusion, a clearly-stated thesis statement, and well-developed body paragraphs that provide support for your thesis.

Topic: Body Art
Audience: College Students at LSC
Purpose: _____

Processes and Strategies

Invention:

- Using reporter's questions, explore what you already know about body art. (in class activity)
- Read the article about body art in class. As a class, discuss key points made by the author.
- In your Writer's Notebook, participate in guided freewriting to explore further what you know and believe about body art.
- On your own, talk to others about this topic. Observe. Listen.

Arrangement (Organization):

- As you watch the video about crafting a tentative thesis statement, begin crafting your own. As you do, try out some of the strategies in the video.
- After you watch the video on essay structure, create a rough outline for your own paper.
- Review your outline and look for information gaps. Go back to invention strategies to gather more information if needed.

Rough Draft:

- As you write, include specific examples of people you know who have body art. Include observations you have made about this phenomenon.
- Do not be too concerned with errors. We can correct those later!
  ADD: Sample Student Draft and Rubric

Step 1: Finding Something to Say

Stay Informed: News You Can Use
This lesson shows you how to stay informed and how to evaluate information in order to build a strong knowledge base for your own writing.

When writing essays for college classes, sometimes you must use your own experiences, knowledge, and observations to support your opinions. You must include DETAILS--examples from your own life, stories you have heard about on the news, opinions of experts, and observations of others. Using strategies such as listing and brainstorming to come up with details does not work well if you do not have background on the topic you are asked to write about. The best strategy for overcoming this challenge is to become a well-informed person. This strategy is not as overwhelming or as difficult as it may seem: spending 15 to 20 minutes each day reading or watching reliable news is a simple task that will pay off for you as you are asked to write throughout college. Reading or watching news each day will help you build up your knowledge base (sometimes called "schema"--prior knowledge), which will help you become a better reader and a better writer.

1: Choose Your News Wisely

With so many sources of information available on TV and through social media, how do you choose your news? How do you know that you are reading reliable information? View the short video below for help with choosing your news:

[Choosing Your News](#)

To help you, the Lone Star College developmental studies faculty has a Top Five list: our list of reliable, useful news:

1. New York Times
2. The Economist
3. PBS (public broadcasting)
4. NPR (national public radio)
5. https://goo.gl/images/DnYaLM

2: Make News Watching a Daily Habit

To build a broad base of knowledge to help you in college, you need to establish a habit of reading every day. You do not have to commit to hours of reading each day; simply incorporating 15 to 20 minutes of daily, high-quality reading into your life will reap massive benefits.   You will also see that as you read more, you will understand more about what you read, and you will want to read even more! Here are some tips for incorporating reading into your daily life:

- Join two or three high-quality news organizations through social media. "Un"-join any unreliable sources of information or any sites that keep you from focusing on your educational goals.
- Use dead time to read the news sources you have chosen. I read or watch while waiting for appointments and cooking dinner.

- Don't like to read? Listen and watch. Reliable news videos work, too!

   3: Think Before You Read

   4: Interact with What You Read

   5: Share What You Read

Brainstorm: Creating Questions

Sometimes when a teacher assigns a topic to the class, you may think that you have ideas and opinions about the topic, but when you start to write, your mind goes blank. Teachers refer to this problem as "Writer's Block." Nothing is worse than staring at a blank computer screen or a blank piece of paper. Many students find that while freewriting about a general topic can be overwhelming, answering questions about a topic can be easier. A quick, easy way to create questions about ANY topic is to use the reporter's question words--WHO, WHAT, WHEN, WHERE, AND WHY. Simply take your topic and each of the "W" question words, and form a question. Once you have formed a question, you may find that you have an easier time writing!

The following video illustrate how these question words can help writers think more specifically about any given topic:

Video: Think Like a Reporter: Using Question Words to Explore a Topic

Look at the case study below to see how a student writer uses questions to generate ideas for a paper.

[INSERT CASE STUDY FROM E0306]

Here are some tips in using questions to generate ideas for a paper:

Step 2: Organizing Your Ideas

Create a Cluster: From Prewriting to Planning

Once you have a topic and some ideas, you are ready to focus your brainstorming and begin organizing your ideas as you brainstorm. One of the best methods that combines brainstorming with organizing is clustering, or mind mapping. (Teachers use both of these terms to describe the same thing.) Clustering allows you to continue to jot down information, but as you jot down ideas, you will connect those ideas to other ideas. Watch the video below to see how an instructor uses clustering to organize her ideas and to generate more ideas.

Get a Point: Developing a Tentative Thesis Statement

Once you have selected a topic, gathered information about that topic, and started to organize those ideas, you are probably ready to write a tentative thesis statement. A thesis statement is the main point you want to get across to your reader. Your thesis will include two or three elements, depending on your teacher and your assignment:

1. Topic: the subject you are writing about
2. Direction: the angle your are exploring regarding your topic
3. Subtopics: a breakdown of the points you want to make about your topic

Here is an example of a possible student thesis statement:

INSERT COLOR-CODED SAMPLE

To help you with the process of creating a thesis statement, watch the following video to see how a writer takes a broad topic and develops a more focused thesis statement:

Demonstration: Creating a Thesis Statement

INSERT STUDENT WRITER EXAMPLE

Write an Outline: Using Formal Planning Strategies

The main difference between pre-writing and writing an essay is ORGANIZATION. A reader wants to be able to follow your thoughts, so you have to help your reader by organizing your ideas. The following video emphasizes a basic principle of all well-organized information: it should have a beginning, and middle, and an end!

Video: Basic Structure of an Essay

Now that you have gathered some ideas, begun to organize those ideas, and have a tentative thesis statement, you are ready to write a rough outline, which will help keep you organized as you write a draft of your paper. As you create your outline, create a space for the beginning, the middle, and the end. Look at the example below to see how our student took his cluster and tentative thesis statement to create an outline that includes a beginning, middle, and end to his essay.

INSERT STUDENT SAMPLE

Step 3: Completing a Draft

Step 4: Revising for Content and Coherence

Show Me: Revising to Improve Details
Guide Me: Adding Transitions to Help Your Reader
Check Paragraph Structure:
    Three-Part Paragraph Structure

Step 5: Editing

Step 6: Proofreading and Publishing

TITLE V FINDING SOMETHING TO SAY

Invention Resources (A Grid)

Most resources exemplifying invention strategies provide students with lists and examples of student writers who use predictable strategies such as listing, questioning, clustering, and freewriting. This approach doesn't work effectively for developing writers for a couple reasons: emerging writers do not see the connection between the writing situation and an appropriate strategy, and merging writers may not have enough background information to engage in any of the aforementioned strategies. As a result, many teachers of emerging writers limit assignments to personal experience or personal opinion essays, which presents two prioblems: Personal writing works to the disadvantage of some students who do not want to write about themselves. Additionally, academic writing sometimes begins but rarely ends with personal writing; as a result, students have a difficult time transferring invention strategies used in personal essays to invention strategies needed in other types of assignments, like research papers.

 To address these challenges in English 0306, we have compiled, created and organized invention resources and activities around the following goals of invention:

- Discovering what the writer already knows (listing, clustering, guided free writing, small group discussions, journaling)
- Building background knowledge (reading, listening)
- Gathering additional information (asking questions, observing, notetaking)

•	Discovering What You Know	Building Background Knowledge	Gathering Additional Information
Getting Started: An Introduction to Invention	Invention: An Overview		
Writing about Personal Experiences	Technique: Freewriting Resource: Student video	Technique: Reading Samples Resource: Guest video (college admissions officer—personal statements)	Technique: Guided Discussion Resource: Student video
Writing to Inform	Technique: Creating Questions Resource: Teacher video	Technique: Sketch Notes (over a reading) or clustering Resource: Student Video	Field Research: Observation and Interviewing (2 videos)
Writing to Advance an Opinion	Technique: T-Charts Resource: Teacher video	Technique: KWL+ Resource: Teacher video	Technique: News You Can Use Resource: "Habits of Informed People" (content area faculty member)

TITLE V: ORGANIZING IDEAS

Sample: Process/demo video lesson on Creating a Thesis

This link illustrates a possible direction for us to take when creating our own videos that attempt to show students HOW to do something. The traditional, power-point driven videos are just awful! Ryan alleges that this video is "easy" to make and that he would help me. We'll see . . . . What I like is that it allows us to model without using our voices or showing our faces!

Basic Essay Structure: Beginning, Middle, and End

 I selected three of the best basic essay structure videos I could find and asked Ryan to view them, review them, and choose the video he found most appealing. He chose this one. (He is 17; I thought his judgment might be different from mine; it was.)

GUIDED READING

Step 1: Preparing to read

Preview the text
Write what you know
Create Guides Questions

Step 2: Reading to find information

Make connections

Annotate key points

Main idea

Main idea, Details, Organizational Pattern

Details and Organizational Patterns

Implied Main idea

Transitions

Define new Words

Context clues – antonyms/synonyms

Context clues – inferred meaning

Reading to build vocabulary

Answer questions

Step 3: Organizing to learn information

Five note taking methods (overview)

Cornell notes

Cornell notes format

Cornell notes with sketch-noting

Cornell notes pages – Appendix A

Outlining

Mind mapping

Step 4: Writing to respond

- Writing to respond while reading (chart)
- Paraphrase

CREATING OUR OWN HANDBOOKS

Creating an instructor copy for this project is probably pointless. I wanted to show people the kinds of explanations the class or individual students might write in. I do not want my students to copy the rules from their textbooks. Instead, as we discuss how the various sentences and sentence components work, I want them to put the explanations in their own words. As we know from reading studies, being able to paraphrase information is the ultimate test of comprehension.

In case you are interested in the theoretical background, my approach comes from two main sources -- from my understanding of those theories: 1) from the work in input processing. In developing language, students have to understand how the parts function and how structures work before they can produce those structures. Simply teaching the rules is not enough. 2) from rhetorical grammar. Consistent with my understanding of input processing, the rhetorical grammarians believe in that sequence of *Notice*, *Name*, *Apply.*

Thus, I have presented students with a model sentence, so I can ask how it works. We discover how the various parts function. Then we try to explain in our own words how the structure works. Next, we look through our readings to identify other samples in real world writing -- a sort of mining the text. I encourage them to go back and examine the textbook readings and handouts we have already covered to find their examples. They may also use other readings they are interested in. I do not let them copy sample sentences from a grammar book, sample sentences that were given to illustrate the very rule we are trying to master.

Finally, I expect them to provide an original sentence on their own. However, they may return to a draft of their essays or invention journals to pull samples they have written, revise them if there are mistakes in the samples, or take ideas from the writings and create their own sample. I actually prefer that they create samples using the ideas and topics we are writing about.

Most of the sentences in the handout I created. A few may have come from other sources over the years. Ideally, one day I would like to pull model sentences from my students' writing. However, completing this draft took much longer than I ever expected.

At the bottom of the document, I left a blank template should you choose to add other points. I tried to keep my focus on English 0306, but I am planning to use it with my 0309 students this summer.

CREATING OUR OWN ERROR LOGS

This error log is not unlike logs you may already use. I give my students the chart as a word file so that they can add to it and keep their logs in an electronic format. As the semester progresses, you could encourage your students to group all entries of like kinds together. For instance, if one high frequency error is run-ons, you could have the student group all run-ons in one section of the log. That way during conferences, you could help your student look for the pattern of the error. Do all the second independent clauses begin with a pronoun? If so, get the student to articulate why she believes this group of words is only one sentence.

Following the empty table, I have included a sample short paragraph that reflects typical errors of an English 0306 student. If you have not taught 0306 before, this piece may give you an idea of what to expect. By the way, this is not a sample from the weakest or the best 0306 writers; it is typical.

APPENDIX A – CORNELL NOTES PAGES

Date:	Chapter or Title:
Questions / Topics	**Answers / Notes**

Thesis or main idea of the entire article / chapter: