English B60

Class Pack

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VERBS

A sentence must contain a subject and a verb.

1. An ________________ expresses some sort of action; it tells what somebody or something does. (Example: runs, jumps, reads, etc.)
   Brainstorm: In your group, make a list of action verbs below:
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

2. A ___________ or _______________ verb tells what someone or something is. (Examples: am, is, are, was, were, feels, looks, seems, smells, sounds, tastes.)
   Practice: Use each of the above being/linking verbs in a sentence.
   Example: I am always late for class.
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

3. ________________ verbs add information, such as when an action took place.
   They “help” the main verb to _________________.

HELPING VERBS

| am   | be   | have | do   | may  | can   |
| is   | being| has  | does | might | could |
| are  | been | had  | did  | must  | will  |
| was  |      |      |      |       | would |
| were |      |      |      |       | shall |
|      |      |      |      |       | should |
NOTE: Some being verbs can also be used as helping verbs. The difference is that being verbs always come alone (example: I am always late) whereas helping verbs always help the main verb tell the action (example: I am running late).

4. The ______________________ verb or verb __________________consists of a main verb and all its helping verbs.

EXAMPLE: Identify the helping verbs (hv) and action verbs (av) in the following sentences:

1. You might fall in the ditch.
2. You should have fixed the faucet.
3. You should not go outside in the rain.
4. I have always liked rainy days.
5. I dragged the heavy bag across the floor.
6. You should have answered the question.
7. Babies can recognize their mothers’ voices.
8. I am considering a career in medicine.
Test Yourself: List as many helping verbs as you can remember in one minute.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
SUBJECTS AND VERBS IN SIMPLE SENTENCES

The subject of the sentence tells ____________ or ____________ is doing the action. If you can identify the verb, you can easily find the subject by asking yourself, ________________ or ____________ is doing that?

Look at the following sentence, for example.

Joe is making tamales.

What is the complete verb in the sentence?________________________
Who is making? ________________________________
Therefore, the subject of the sentence must be ________________.

PRACTICE:
Identify the subjects and verbs in each of the following sentences:

1. After school, I am always hungry.
2. The students stayed up too late.
3. Do you like ice cream?
4. How many cell phone minutes did you use this month?
5. Joe will be a firefighter some day.

HOMEWORK: Identifying Subjects and Verbs
DUE ______________________
Directions: Underline the verbs and label them V; circle the subjects and label them S in each of the following sentences.

1. The sleeping cat woke.
2. Some musicians will not promote products in their music.
3. Other musicians see no problem with the practice.
4. In the end, most music fans do not care about the debate.
5. The sound of the gong reverberated throughout the auditorium.
7. The gangs in his life influenced him.
8. Tim glanced in the mirror at his shaggy hair.
9. The company’s apology came too late.
10. Jake and Mike are twins but do not look much alike.
11. The melon was small.
12. The witness could not recollect the color of the robber’s shoes.
13. Earthquakes frequently occur in California.
15. In the summer, Kristen often goes to the beach.
16. James was sorry.
17. What has he promised you?
18. Where are the ballots?
19. Did she tell you about her life?
20. The rivals shook hands.
21. He must have been sick.
22. Where in the world is Waldo?
23. Many students at Bakersfield College receive financial aid.
24. Have you ever been to Europe?
25. Joe baked a cake for his grandmother.
26. Although he knows better, Joey still eats a lot of chocolate.
**PREPOSITIONS**

Definition: Prepositions indicate relationships among the ideas in a sentence. Something is up, down, next to, behind, around, near, or under something else.

A preposition is always followed by a ____________ or a ________________ called the ______________ of the preposition. (SIDE NOTE: The **object pronouns** are *me, you, it, us, them, him, her*). Together, the preposition and the object form a _______________

---

<table>
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<th>OBJECT</th>
<th>=</th>
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**Prepositions**

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BRAINSTORM: Using the list above, create as many prepositional phrases as you can think of in one minute:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
SO WHAT?

Sometimes, prepositional phrases get in the way and mislead us into identifying a noun that is not the subject. In the sentence *Each of the women is making tamales*, we might guess that *women* is the subject. But *women* is the ___________ of the ________________ phrase. Therefore, it may be helpful to put parentheses around the prepositional phrases when you are trying to identify the subject of a sentence.

PRACTICE: In the following sentences, put parentheses around the prepositional phrases. Then underline and label the verbs (V) and the subjects (S). (Not all sentences contain prepositional phrases.)

1. The author was proud of her work.
2. Each of the students is responsible.
3. The boys and girls in first grade have learned to add and subtract.
4. Where in the world is Waldo?
5. We rode our bikes on the path by the river on Saturday.
6. Employees at the central plant are concerned about their paychecks.
8. The park behind my apartment has a playground with swings and slides.
9. Across the street a child with a teddy bear sat among the flowers.
10. The student from BC won the contest.
11. Little difference existed between the two institutions.
12. They built huge temples.
13. They sacrificed human beings in these temples.
14. The religious ceremonies related to their concerns about plentiful harvests.
15. Aztec society had nobles, commoners, and slaves.
HOMEWORK: Subjects, Verbs, and Prepositions
DUE ______________________

Directions: Put parentheses around the prepositional phrases in the sentences below and label them pp. Underline the subjects and label them S. Circle all the verbs and label them V.

1. In a cave in France, archeologists have found musical instruments.
2. In the past, people made flutes out of animal bones.
3. The sweet-sounding flutes from the cave are 50,000 years old.
4. Scientists do not agree about the origins of music.
5. Some scientists with the National Research Institute study the musical ability of animals.
7. Very few people have achieved perfect pitch.
8. Human beings with absolute pitch will easily sing an F sharp.
9. Most people do not have this ability.
10. Only one person in 10,000 can identify a note perfectly.
11. The meaning of each word may depend on the tone of the word.
12. Most young music consumers do not associate their favorite sounds with advertising.
13. However, a lot of contemporary musicians consciously promote merchandise.
14. Lucian James is a consultant in San Francisco.
15. He has compiled a list of products.
16. Mercedes, Lexus, and Gucci are frequently mentioned brands in the Billboard Top 20 list.
17. For example, the hip-hop artist 50 Cent often mentions his Mercedes-Benz automobile in his music.

***TEST 1 COVERS SUBJECTS, VERBS, AND PREPOSITIONS***
PRACTICE Test 1

Directions: Put parentheses around the prepositional phrases, and label them pp. Circle the subjects, and label them S. Underline the verbs, and label them V.

1. By accident, Ana dropped her folder into the mailbox.
2. What will you do with the rest of your life?
3. My car stalled on the bridge at rush hour.
4. I hung a photo of my boyfriend above my desk.
5. How did you get that wad of gum in your hair?
6. On weekends, we visit my grandmother at a nursing home.
7. I am not going to class today.
8. During the movie, some teenagers giggled at the love scenes.
9. A pedestrian tunnel runs beneath the street to the train station.
10. What will you do with the prize money?
11. We can not have a party.
12. He must think about her all the time.
13. All of the teachers, except Mr. Blake, wear ties to school.
14. Before the test, I glanced through my notes.
15. I would have preferred a movie with a happy ending.
16. You should plan your weekly budget carefully.
17. Fred has been waiting in line for tickets all morning.
18. We should have invited Terri to the party.
19. The dancer stumbled and fell.
20. Cats and dogs can be best friends.
22. Our bus company offers special rates for senior citizens.
23. Motorcycles have been banned from the parking structure.
24. The majority of people wait until April 15 to file their income taxes.

See answer key on next page.
ANSWER KEY

(pp)       V       S

1. (By accident), Ana dropped her folder (into the mailbox.)
2. What will you do (with the rest) (of your life?)
3. My car stalled (on the bridge) (at rush hour.)
4. I hung a photo (of my boyfriend) (above my desk.)
5. How did you get that wad (of gum) (in your hair?)
6. (On weekends), we visit my grandmother (at a nursing home.)
7. I am not going (to class) today.
8. During the movie, some teenagers giggled (at the love scenes.)
9. A pedestrian tunnel runs (beneath the street) (to the train station.)
10. What will you do (with the prize money?)
11. We can not have a party.
12. He must think (about her) all the time.
13. All (of the teachers,) (except Mr. Blake,) wear ties (to school.)
14. (Before the test), I glanced (through my notes.)
15. I would have preferred a movie (with a happy ending.)
16. You should plan your weekly budget carefully.
17. Fred has been waiting (in line) (for tickets) all morning.
18. We should have invited Terri (to the party.)
19. The dancer stumbled and fell.
20. Cats and dogs can be best friends.
21. A fly and a bee hung (in the spider’s web.)
22. Our bus company offers special rates (for senior citizens.)
23. Motorcycles have been banned (from the parking structure.)
24. The majority (of people) wait (until April 15) to file their income taxes.
COMPOUND SENTENCES

An independent clause (IC) contains a subject and a verb. You can easily identify independent clauses because they look like ________________:
They contain a _______________ and a _________________.

EXAMPLE: Joe has made tamales twice in his life.

A compound sentence contains two ____________________, which must be combined in one of the following ways:

1. with a comma and a coordinating conjunction.

   EXAMPLE: I ride the bus to work, but Joe walks.

   The coordinating conjunctions are sometimes called FANBOYS.

   F _______________
   A _______________
   N _______________
   B _______________
   O _______________
   Y _______________
   S _______________

PRACTICE: Write three compound sentences using coordinating conjunctions.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
2. with a semicolon (;)

EXAMPLE: I ride the bus to work; Joe walks.

PRACTICE: Write three compound sentences using semicolons between the independent clauses:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

3. with a semicolon and a conjunctive adverb followed by a comma

EXAMPLE: I ride the bus to work; on the other hand, Joe walks.

CONJUNCTIVE ADVERBS

<table>
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<th>however</th>
<th>also</th>
<th>nonetheless</th>
<th>as a result</th>
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<tr>
<td>on the other hand</td>
<td>furthermore</td>
<td>consequently</td>
<td>undoubtedly</td>
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<tr>
<td>otherwise</td>
<td>indeed</td>
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<td>meanwhile</td>
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<td>moreover</td>
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<tr>
<td>then</td>
<td>hence</td>
<td>instead</td>
<td>certainly</td>
</tr>
<tr>
<td>thus</td>
<td>therefore</td>
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</tbody>
</table>

PRACTICE: Write three compound sentences below using conjunctive adverbs to combine the two independent clauses:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
AVOIDING RUN-ON SENTENCES AND COMMA SPLICES

**Run-on sentences** are usually compound sentences that are missing a ______________________ or a comma and a _______________________. You can avoid writing run-on sentences by making sure that your compound sentences (consisting of two ________________________) contain a ____________________ and a coordinating conjunction.

**Fix the following run-on sentences.**

1. Joe likes to make tamales and his grandmother likes to eat them.
2. I like coffee but she likes English tea.
3. It’s cold outside take a jacket.
4. I’m hungry let’s go out for lunch.

**Comma splices** are sentences where you have two ______________________ that are combined only with a ______________________; the coordinating conjunction is missing. You can fix these by substituting the comma with a _________________ or by adding a _________________.

**Fix the following comma splices.**

1. Joe likes to make tamales, his grandmother likes to eat them.
2. I like coffee, she likes English tea.
3. It's cold outside, take a jacket.
4. I’m hungry, let’s go out for lunch.

**Fix the following comma splices and run-on sentences.**

25. Indira Gandhi was elected in 1966 and she led India for twenty years.
26. Some of Indira’s policies were unpopular, she made many enemies.
27. In Pakistan, citizens voted for Benazir Bhutto she was the first female head of state in the Muslim world.
HOMEWORK: Fixing Run-ons and Comma Splices
DUE ______________________

DIRECTIONS: Each of the following sentences is either a comma splice or a run on sentence. Correct the sentences any way you see fit.

1. Many homeowners are learning to do their own repairs, some are finding the experience rewarding.
2. Skateboarder Tony Hawk has not only dramatically changed his sport, he has also contributed to the popularity of all extreme sports.
3. The wholesome Hawk is responsible for cleaning up skateboarding’s early reputation as the pastime of rebels now it’s an acceptable activity.
4. Today he performs all over the country and surveys of young people reveal that he is more popular than Shaquille O’Neal.
5. New students get to select their courses in addition they must also purchase their own textbooks.
6. We ate barbecue at Zeb’s last night on the way home I saw a falling star.
7. Brothers and sisters can be best friends, they can be worst enemies.
8. All at once she shivered, she began to feel the cold night air.
9. Many famous people have struggled with alcoholism or drug abuse but some have overcome those problems.
10. Treatment centers now exist around the country, the problem of addiction seems to be increasing.
11. Drew Barrymore was famous at age six for her role in the movie ET by age nine she was addicted to drugs and alcohol.
12. Barrymore was forced into rehab at age thirteen, she was able to get her acting career back on track.
13. Alcohol and drugs might seem glamorous they can destroy relationships, careers, and self-esteem.
14. The animals feel upset with their master’s incompetence therefore they decide to revolt and take over the farm.
HOMEWORK: Writing Compound Sentences

DUE___________

DIRECTIONS: Write a compound sentence for each of the coordinating conjunctions (FANBOYS).

EXAMPLE: I eat ice cream every day, for it is my favorite dessert.

1. (for) ____________________________________________________________
2. (and) ____________________________________________________________
3. (nor) ____________________________________________________________
4. (but) ____________________________________________________________
5. (or) ____________________________________________________________
6. (yet) ____________________________________________________________
7. (so) ____________________________________________________________

DIRECTIONS: Write a compound sentence using each of the following conjunctive adverbs. Be sure to punctuate your sentences correctly.

8. (however) _______________________________________________________
9. (moreover) _______________________________________________________
10. (next) ___________________________________________________________
11. (nevertheless) ___________________________________________________
12. (furthermore) ___________________________________________________
13. (therefore) _____________________________________________________
14. (in fact) _________________________________________________________
15. (for example) ___________________________________________________
16. (then) _________________________________________________________

***Test 2 covers run-ons, comma splices, and compound sentences.***
Practice TEST 2

PART 1: Put parentheses around the prepositional phrases, and label them pp. Circle the subjects, and label them S. Underline the verbs, and label them V. (one point per subject, one per verb, one per prepositional phrase)

1. The vivid colors of the flowers in the blue vase on the table brighten the room.

2. Outside the school, on the busy street, happy students were walking home on the last day of school.

3. For dessert, I will have a cup of coffee and a slice of pecan pie.

4. The smell of the coffee made me happy.

5. Do you drink coffee every morning or just on special occasions?

6. Joe could not tell the color of the traffic light because he is color blind.

PART 2: Write a compound sentence using THREE of the following coordinating conjunctions. Be sure to punctuate your sentences correctly.

- yet
- so
- for
- nor
- or
- but

1. ______________________________________________________________

2. ______________________________________________________________

3. ______________________________________________________________

PART 3: Write a compound sentence using THREE of the following conjunctive adverbs. Be sure to punctuate your sentences correctly.

- however
- hence
- thus
- instead
- then
- also
- furthermore
- however
- indeed
- still
- in fact
- for instance
- nevertheless

4. ______________________________________________________________

5. ______________________________________________________________

6. ______________________________________________________________
PART 4: Each of the following sentences is either a comma splice or a run on sentence. Correct the sentences any way you see fit.

7. Woody Allen once observed that no one gets out of this world alive and we all know that no human is immortal.
8. But several famous dead people have managed to continue to look alive for they had their bodies preserved and put on display.
9. Jeremy Bentham wanted his body preserved, his wishes were carried out when he died in 1832.

PART 1: subjects, verbs, (prepositional phrases)

1. The vivid colors (of the flowers) (in the blue vase) (on the table) brighten the room.
2. Outside the school, (on the busy street,) happy students were walking home (on the last day) (of school.)
3. (For dessert,) I will have a cup (of coffee) and a slice (of pecan pie.)
4. The smell (of the coffee) made me happy.
5. Do you drink coffee every morning or just (on special occasions?)
6. Joe could not tell the color (of the traffic light) because he is color blind.

For part 2, just make sure that your sentences combine two independent clauses (meaning, you have a subject and verb on each side of the coordinating conjunction) with the word given and a comma. (EXAMPLE: Jane loves going to the movies, so she decided to get a job at the theater.)

For part 3, make sure you use the conjunctive adverb indicated between two independent clauses. You should have a semi-colon before the conjunctive adverb and a comma after it. (EXAMPLE: Jane wanted to get a job at the theater; however, she was not even offered an interview.)

Part 4 has a variety of possible answers. Here are some possibilities:
7. Woody Allen once observed that no one gets out of this world alive, and we all know that no human is immortal.
8. But several famous dead people have managed to continue to look alive, for they had their bodies preserved and put on display.
9. Jeremy Bentham wanted his body preserved, and his wishes were carried out when he died in 1832.
10. COMPLEX SENTENCES

- A complex sentence combines an _______________ with a _____________.
- An independent clause (IC) contains a _______________ and a _____________.
- A dependent clause (DC) also contains a _______________ and a _______________, but it begins with a _______________.
- A subordinating conjunction joins two ideas by making one _______________ on the other.

SUBORDINATING CONJUNCTIONS

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<td>wherever</td>
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Examples of Dependent Clauses:
After I took my test     Because I forgot my homework
Unless you study         Until you eat your vegetables
Whether or not you like him While we were sleeping

PRACTICE: Write four different dependent clauses:

_______________________________________   ________________________________________
_______________________________________   ________________________________________

- A DC cannot stand alone in a sentence; it always appears with an _________________.
- Any sentence combining an IC with a DC is called a _________________ regardless of whether the sentence begins with the independent clause or the dependent clause.
• If the sentence begins with a DC and is followed by an IC, you must use a comma.

**EXAMPLES:**
Because Joe loves making tamales, his grandmother eats them.
Though it might rain, I’ll still walk to school.
As I walked to school, it started raining.

• If the sentence contains an IC followed by a DC, the comma is not necessary.

**EXAMPLES:**
Joe’s grandmother eats tamales because Joe loves making them.
I love pizza so much that I eat it every day.
You have to eat your spinach so that you’ll grow big and strong.

**REMEMBER:**
DC, IC
IC DC

**SO WHAT?**
You can correct run-ons and comma splices by making one of the
_____________clauses into a _________________ clause to form a
________________ sentence.

**EXAMPLE:**

**Run-On Sentence:** She was in her teens she won a major championship.

**Complex Sentence:** While she was in her teens, she won a major championship.
She was in her teens when she won a major championship.

Now you try. Correct the following run-ons and comma splices by making complex sentences:

1. She was intelligent and well-coordinated, she became a top player.
2. She was called the “ice princess” she did not show her emotions.
3. Owens won four gold medals in the 1936 Olympics, he became famous.
4. The 1936 Olympics were held in Nazi Germany Owens was at a disadvantage.
5. Jesse Owens won, Hitler showed his disappointment openly.
6. The last day was over Owens won a gold medal in the 100-meter dash.
COMPOUND-COMPLEX SENTENCES

A compound-complex sentence is just what it sounds like it is: a compound sentence that’s also a complex sentence.

EXAMPLE: While the storm raged outside, Bert completed his homework, and Elizabeth called her mother.

PRACTICE: In the example above, label the ICs and DC(s).

The clauses may appear in any order. To determine how to punctuate the sentence, look at the clauses in pairs and then decide what punctuation, if any, is needed.

In the EXAMPLE, first look at the first two clauses:

While the storm raged outside, Bert completed his homework,

This sentence begins with a DC followed by an IC. Therefore you know that you must have a comma after outside.

Then you look at the next two clauses:

Bert completed his homework, and Elizabeth called her mother

Note that these are two ICs; therefore, you must have the comma and the coordinating conjunction and.

PRACTICE: Punctuate the following compound-complex sentences as needed:

1. I closed my eyes when I heard the crash so I would not be a witness.
2. I heard the crash but I did not see it because I closed my eyes.
3. When I heard the crash I closed my eyes but I could still hear the screeching tires and breaking glass.
4. My favorite food is pizza but I rarely eat it because it’s so fattening.
HOMEWORK: Writing Complex Sentences

DUE____________________

DIRECTIONS: Write two complex sentences for each of the following subordinating conjunctions. In the first sentence, write the dependent clause first; in the second sentence, write the independent clause first. Be sure to use the correct punctuation.

EXAMPLE:  After we ate lunch, we went home.
We went home after we ate lunch.

1. after _______________________________________________________________

2. since _______________________________________________________________

3. because _____________________________________________________________

4. unless ______________________________________________________________

5. until __________________________________________________________________

6. even though__________________________________________________________

7. when ______________________________________________________________

8. if ________________________________________________________________


HOMEWORK: Fixing Run-ons and Comma Splices

DUE____________________

DIRECTIONS: Correct the following comma splices and run-on sentences by making compound or complex sentences. Be sure to use the correct punctuation.

1. Reports of wealth in the New World reached Spain the world began to change almost immediately.

2. Hernan Cortes completed his conquest between 1519 and 1522 the Aztec people had hailed Cortes as a god.
3. The Aztecs were terrified by Cortes’s cannon they were frightened by his men’s spirited horses.

4. Cortes destroyed the Aztec capital he built the Spanish capital Mexico City in its place.

5. Cortes expected to find gold mines or cities built of gold but that did not happen.

6. Cortes and his men confiscated the treasures of the native people, they melted down the treasures to send home to Spain.

7. Ants are small yet they can lift and carry more than fifty times their own weight.

8. Monarch butterflies are very light it takes about 100 of them to weigh an ounce.


10. The term honeymoon comes from the Middle Ages a newly married couple was provided with enough honey wine to last for a month.

11. Honeybees make about 10 million trips to collect enough nectar to produce one pound of honey, therefore they can be considered a very determined species.

12. Ben Franklin is credited with many inventions and discoveries moreover, his inventions had a lasting influence on science.

13. Franklin had poor eyesight so he created the first pair of bifocals.

14. The Titanic was considered unsinkable however it struck an iceberg and sank.

15. I love oatmeal cookies in fact I love all cookies.

16. We are leaving this morning and should arrive by noon, it is a 6-hour drive.

17. Manny’s computer has a virus so I hope he doesn’t send me any email.

18. My grandmother has roses in her garden she said they are very old.
FRAGMENTS

A complete sentence must contain a ____________________ and a ____________________.
A fragment is an incomplete sentence; it is either missing the ____________________ or
the ____________________ (or both), or it does not express a complete idea.

FRAGMENTS WITH MISSING SUBJECT OR VERB: If the subject or verb is missing, add what’s missing.
EXAMPLE:
FRAGMENT: Running away from the truth.
CORRECTION: Josh is always running away from the truth.
OR: Running away from the truth is not going to solve your problems.

DEPENDENT CLAUSE FRAGMENTS are ____________________ that are punctuated as
though they were complete sentences. You can fix them in two ways:
1. By removing the subordinating conjunction
EXAMPLE:
FRAGMENT: Although her personal life was plagued with scandal.
CORRECTION: Her personal life was plagued with scandal.

2. By adding an independent clause to form a complex sentence
EXAMPLE:
FRAGMENT: Although her personal life was plagued with scandal.
CORRECTION: Although her personal life was plagued with scandal, Marie Curie won
the Nobel Prize for chemistry.

NOTE: It doesn’t matter if you put the independent clause before
or after the dependent clause fragment. Here’s another option
to correct the above fragment:

CORRECTION: Marie Curie won the Nobel Prize for chemistry although her personal life
was plagued with scandal.
HOMEWORK: Fragments
DUE ______________
Directions: First, determine if each sentence is a fragment. If it is, correct it any way you would like.

1. The kitten licked the sleeping child.
2. Unless Claudia asks for a transfer to another department.
3. In fact, I do not trust that man.
4. Even though the prices at Classic Style can be high.
5. From my grandfather I inherited a love of fishing.
6. Without Darrell there wouldn’t be a party.
7. Since Pete signed up for a class in electrical engineering.
8. When the price of nearly everything rises and my salary stays the same.
9. Inside the store you will find everything you could possibly imagine.
10. Whether my mother will approve of my new girlfriend.
11. I do not know whether my mother will approve of my new girlfriend.
12. At the bottom of the garbage bag was Mia’s lost engagement ring.
13. I also found my homework in the garbage bag.
14. Two of the cashiers at Food Maxx want to apply for a supervisor’s position.
15. A change in the schedule of the softball games to be discussed at the meeting next week.
16. If I can get out of work early, I can meet you for a study group.
17. Mr. Smith’s explanation for the fire being an electrical problem in the basement.
18. Learning a language takes practice.
19. Needs a car with low mileage and a good safety record.
20. Especially an applicant with a good education and excellent references.
Compound Sentences

IC = S + V  (Independent Clause = Subject + Verb)

Compound Sentences:
- IC, cc IC  (Independent Clause, coordinating conjunction Independent Clause)
- IC; IC  (Independent Clause; Independent Clause)
- IC; ca, IC  (Independent Clause; conjunctive adverb, Independent Clause)

Coordinating Conjunctions: For, And, Nor, But, Or, Yet, So

Some Common Conjunctive Adverbs:
- however
- also
- nonetheless
- as a result
- on the other hand
- furthermore
- consequently
- undoubtedly
- otherwise
- indeed
- similarly
- meanwhile
- nevertheless
- in fact
- moreover
- likewise
- then
- hence
- instead
- certainly
- thus
- therefore

Complex Sentences

IC = S + V  (Independent Clause = Subject + Verb)
DC = sc + S + V  (Dependent Clause = subordinating conjunction + Subject + Verb)

Complex Sentences:
- DC, IC  (Dependent Clause, Independent Clause)
- IC DC  (Independent Clause Dependent Clause)

Some Common Subordinating Conjunctions:
- after
- because
- though
- that
- wherever
- although
- before
- unless
- so that
- when
- as
- even if
- until
- in order that
- whenever
- as if
- even though
- where
- since
- whether
- as long as
- as though
- while
PART 1: Put parentheses around the prepositional phrases, and label them pp. Underline the subjects, and label them S. Underline the verbs, and label them V. (one point per subject, one per verb, one per prepositional phrase)

1. The vivid colors of the flowers in the blue vase on the table brighten the room.
2. Outside the school, on the busy street, happy students were walking home on the last day of school.
3. For dessert, I will have a cup of coffee and a slice of pecan pie.
4. The smell of the coffee made me happy.
5. Do you drink coffee every morning or just on special occasions?
6. Joe could not tell the color of the traffic light because he is color blind.

PART 2: Correct the fragments in the following paragraphs. (2 points per fragment/20 total this section)

The kitchen workers at Arturo’s Pizza have invented several games. To relieve boredom. When business is slow. One of their favorite games is “dough ball.” A game of catch played with a ball of pizza dough. The size of a baseball. When they get tired of playing “dough ball.” They play “dough boy.” A game that involves very wet, sticky dough. Then throwing it at each other. The one with the most dough stuck to him at the end of the game loses. And has to clean up the mess. The kitchen workers have recently invented another game. That they call “beef darts.” The object of the game is to earn points. By throwing small balls of raw hamburger at a pizza sauce target painted on the wall. Whenever Arturo returns to the restaurant. He is amazed at the mess.
PART 3: Correct each of the following run-ons and comma splices. You may use coordinating conjunctions, subordinating conjunctions, semicolons, and/or conjunctive adverbs as you see fit. Just be sure to use punctuation correctly. (2 points each/20 total this section)

1. The house was painted brown the shutters were painted red.
2. The letter carrier had never seen those two dogs before so she approached cautiously.
3. The park was overgrown with weeds the city workers were on strike.
4. Karen is grouchy when she first wakes up, after a cup of coffee, she feels better.
5. Denise thought she could get by without studying, her grades suffered.
6. Dogs have lost their position as the most popular pet, more Americans now have cats than dogs.
7. In wealthier countries, people can afford to have pets, however in some countries, dogs and cats are used as food.
8. Helen won tickets to the concert she is looking for someone to go with her.
9. A water shortage developed the city imposed a ban on watering lawns.
10. My imagination has saved my life several times so I call on it to get me out of trouble.
11. I was very busy on election day, I still voted.
12. I got home I watched the election results on television.
13. The ballots were counted and a winner was declared.
14. The losing candidate congratulated the winner he was disappointed.
15. The story of Atlantis is probably just a tale but many people have believed it.
## PART 4 WRITING COMPOUND AND COMPLEX SENTENCES

On a separate sheet of paper, write TEN compound or complex sentences using TEN of the following coordinating conjunctions, subordinating conjunctions, and conjunctive adverbs. Remember that each sentence must contain two clauses (two ICs or an IC and a DC). Be sure to use the correct punctuation. (2 points each)

<table>
<thead>
<tr>
<th>after</th>
<th>instead</th>
<th>or</th>
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</thead>
<tbody>
<tr>
<td>when</td>
<td>in fact</td>
<td>if</td>
</tr>
<tr>
<td>and</td>
<td>because</td>
<td>as though</td>
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<tr>
<td>while</td>
<td>yet</td>
<td>however</td>
</tr>
<tr>
<td>whatever</td>
<td>until</td>
<td>therefore</td>
</tr>
</tbody>
</table>

1. __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________

3. __________________________________________________________________________
   __________________________________________________________________________

4. __________________________________________________________________________
   __________________________________________________________________________

5. __________________________________________________________________________
   __________________________________________________________________________

6. __________________________________________________________________________
   __________________________________________________________________________

7. __________________________________________________________________________
   __________________________________________________________________________

8. __________________________________________________________________________
   __________________________________________________________________________

9. __________________________________________________________________________
   __________________________________________________________________________

10. __________________________________________________________________________
    __________________________________________________________________________

**ANSWER KEY ON NEXT PAGE...**
ANSWER KEY

PART 1
1. S=colors; V= brighten; pp=of the flowers, in the blue vase, on the
2. S=students; V=were walking; pp=Outside the school, on the busy street, on the last day, of school.
3. S=I; V=will have; pp=For dessert, of coffee, of pecan pie.
4. S=smell V=made; pp=of the coffee
5. S=you; V=Do drink; pp= on special occasions
6. S=Joe, he V=could tell, is; pp=of the traffic light

PART 2—possible answers
The kitchen workers at Arturo’s Pizza have invented several games to relieve boredom when business is slow. One of their favorite games is “dough ball,” a game of catch played with a ball of pizza dough the size of a baseball. When they get tired of playing “dough ball,” they play “dough boy,” a game that involves very wet, sticky dough and then throwing it at each other. The one with the most dough stuck to him at the end of the game loses and has to clean up the mess. The kitchen workers have recently invented another game that they call “beef darts.” The object of the game is to earn points by throwing small balls of raw hamburger at a pizza sauce target painted on the wall. Whenever Arturo returns to the restaurant, he is amazed at the mess.

PART 3—possible answers
1. The house was painted brown, and the shutters were painted red.
2. The letter carrier had never seen those two dogs before, so she approached cautiously.
3. The park was overgrown with weeds because the city workers were on strike.
4. Karen is grouchy when she first wakes up; after a cup of coffee, she feels better.
5. Although Denise thought she could get by without studying, her grades suffered.
6. Dogs have lost their position as the most popular pet; more Americans now have cats than dogs.
7. In wealthier countries, people can afford to have pets; however, in some countries, dogs and cats are used as food.
8. Helen won tickets to the concert; now, she is looking for someone to go with her.
9. When a water shortage developed the city imposed a ban on watering lawns.
10. My imagination has saved my life several times, so I call on it to get me out of trouble.
11. Even though I was very busy on election day, I still voted.
12. When I got home I watched the election results on television.
13. The ballots were counted, and a winner was declared.
14. The losing candidate congratulated the winner even though he was disappointed.
15. The story of Atlantis is probably just a tale, but many people have believed it.

PART 4—a few possibilities—
After Joe broke his record for running a mile, he decided to try to break his 2-mile record.
When we are late for class on a test day, the teacher doesn’t let us in.
My dogs love to chase squirrels, and once they cornered one.
While the weather is bad, we will stay in more.
I want whatever she is having.
Joe ordered black coffee; instead, the waitress brought him a latte.
Joe asked her to take the coffee back; in fact, he nearly lost his patience with her.
Because we are behind on our homework, we need to stay home and catch up.
It is raining outside, yet we will go to school anyway.
Until you eat your vegetables, you are not leaving this table.
I will only go with you if my brother can come with us.
He looked at Sandra as though he wanted to ask her out.
He did want to ask her out; however, he was very nervous.
SUMMARIES

Due dates and topic choices for summaries are on the schedule portion of the syllabus.

In order to quickly and effectively describe the argument an author is making in a text, we will be using a method of description called the rhetorical précis. This form is a highly structured four-sentence paragraph that records the essential rhetorical elements in a work. The précis includes the name of the writer, the context or situation in which the text is delivered, the major assertion, the mode of development for or support of the main idea, the stated or apparent purpose of the text, and the relationship between the writer and the audience. The following is a breakdown of the information you should include in each of your sentences.

SENTENCE 1
Name the author (and, if possible, include a phrase describing the author), the type and title of the work, the date (inserted in parentheses), a rhetorically accurate verb (such as “asserts,” “argues,” “suggests,” “implies,” “claims,” “reports,” “questions,” etc.) that describes what the author is doing in the text, and a “that” clause in which you state the major assertion (thesis statement) of the author’s text.

SENTENCE 2
An explanation of how the author develops and/or supports the thesis (for instance, comparing and contrasting, narrating, illustrating, defining, etc.). your explanation is usually presented in the same chronological order that the items of support are presented in the work.

SENTENCE 3
A statement of the author’s apparent purpose, followed by an “in order to” phrase in which you explain what the author wants the audience to do or feel as a result of reading the work.

SENTENCE 4
A description of the intended audience and/or the relationship the author establishes with the audience.
Rhetorical Modes

Rhetorical modes are the basic patterns that writers use to structure essays and support the writer’s purpose.

- **DESCRIPTION**: describe a significant person, place, animal, or thing
- **NARRATION**: tell a story
- **EXEMPLIFICATION**: use examples to prove a point
- **PROCESS ANALYSIS**: explain how a process works or how to do something
- **CAUSAL ANALYSIS**: explain why an event happens or the effects of an event
- **DEFINITION**: define, explain, or illustrate a key term
- **CLASSIFICATION**: analyze a large group of entities by placing them in distinct categories
- **COMPARISON/CONTRAST**: examine two ideas, people, events, places, or things to show their differences and/or possible similarities
- **ARGUMENT**: support a position on a disputed topic

Most essays will use a variety of the above strategies to make a point. The writer’s choice of mode(s) often depends on his/her purpose in writing.
SUMMARY PRE-WRITING

SENT. 1
Author’s name ____________________________________________

Title of work _______________________________________________

Date article was written _________________________________

Verb that describes what the author is doing _______________

“That” clause (what’s the author’s argument?) _____________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

SENT. 2
What rhetorical strategies does the author use to support his/her argument?

___________________________________________________________________________

___________________________________________________________________________

SENT. 3
Purpose? _______________________________________________________________

“In order to”_____________________________________________________________

SENT. 4
Audience? _______________________________________________________________
SUMMARY PRACTICE

For practice, read and annotate “Neat People Vs. Sloppy People.” Then answer the following questions.

1. Who is the author?

What is the title?

When was it written?

What verbs could you use to describe what Britt is attempting to accomplish with this essay?

What is the author’s thesis/argument?

2. What rhetorical strategies does she use to support her argument?

3. What is her purpose?

4. Who is her audience?
In “Neat People Vs. Sloppy People” (published on November 23, 2005), Suzanne Britt argues that it is actually better to be a sloppy person than a neat person. She uses humor along with a variety of examples to contrast neat and sloppy people and show the superiority of being sloppy. Britt’s purpose is to make readers laugh but also to persuade them of the logic behind being a sloppy person in order to make her audience think about themselves and their acquaintances and to categorize and judge them. With such a general topic that anyone can relate to, her audience is the general public.
# English 60
## Presentations

**Due Dates**
PRESENTATION #1 is due ________________
PRESENTATION #2 is due ________________

**The basic purpose of the presentation is to**
1. give you an opportunity to learn, read, and write about a topic that interests you
2. practice your critical reading and thinking skills
3. anticipate FEE topics
4. share what you learn with a small group of your peers in a low-pressure setting.

<table>
<thead>
<tr>
<th>Points earned</th>
<th>Points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: Find an article</strong></td>
<td>5</td>
</tr>
<tr>
<td>Look in newspapers, news magazines, or online to find an article that interests you. The article should be published within the last six months and should be on a topic that opens up discussion or argument. Copy or print out the article.</td>
<td>40</td>
</tr>
<tr>
<td><strong>STEP 2:</strong></td>
<td>40</td>
</tr>
<tr>
<td>Read the article and write a summary about it. Use the instructions we’ve used all semester for writing summaries. (See p. 34-38 in the class pack.) The summary should be typed.</td>
<td>40</td>
</tr>
<tr>
<td><strong>STEP 3:</strong></td>
<td>5</td>
</tr>
<tr>
<td>Write a FEE prompt related to the topic. (See sample FEE prompts on the next page.)</td>
<td>10</td>
</tr>
<tr>
<td><strong>STEP 4:</strong></td>
<td>100</td>
</tr>
<tr>
<td>In class, you’ll read your summary and FEE prompt to a small group of 6-8 students.</td>
<td>10</td>
</tr>
<tr>
<td><strong>STEP 5:</strong></td>
<td>10</td>
</tr>
<tr>
<td>In your group, you’ll be asked to respond to the other students’ prompts with a thesis statement.</td>
<td>100</td>
</tr>
</tbody>
</table>

**TOTAL**
SAMPLE FEE PROMPTS WRITTEN BY STUDENTS
FOR PRESENTATIONS

Recently Assembly Bill 1634 was created to require all pet owners to spay or neuter their pets. Only purebreds that compete or show will be exempt from this law. Owners who do not comply could face a $500 fine. Do you approve of this bill becoming a law?

Bakersfield gang violence is increasing rapidly. Many local citizens believe gang awareness should be taught in elementary schools instead of waiting until high school. Do you agree that awareness about gang violence should be taught in elementary schools?

The city of Bakersfield, CA, is ranked high in the nation for having terrible air quality. Being in the heart of the San Joaquin Valley, the air does not fully circulate due to the mountains surrounding the area. When celebrations like the Fourth of July come along, many people insist on celebrating with fireworks. Even though the city has a risk for endangering their citizens with creating worse air quality and public safety issues, should Bakersfield still be able to sell fireworks?
Take-Home Practice FEE

DUE _________________________

Requirements for take-home PFEE

• Due date is not negotiable. Being absent does not excuse you from turning in the PFEE on time. If you know you are going to be absent on the due date, turn in the PFEE early or send it to class with a friend. If you have a genuine emergency, please see me.

• Choose one topic.

• PFEE must be written in blue or black ink in a bluebook OR typed.

• PFEE must be at least 250 words long. Count the words, and write the number of words at the end of your essay.

• Do not spend more than two hours working on the assignment, including the time you spend reading, pre-writing, and revising. (You may spend up to three hours if English is not your first language.)

• Make sure your essay has a clear, one-sentence thesis statement that answers the prompt.

• Proofread! You may use notes, the class pack, and a dictionary or electronic spell-checker, on the PFEEs.

TAKE-HOME PFEE TOPICS

1. The commissioner of the National Basketball Association (NBA) recently sent a dress code to every athlete. Athletes must wear business attire when arriving to or departing from stadiums, and they may no longer wear baseball caps, visors, sunglasses, or jewelry when appearing at indoor press conferences. The commissioner hopes the dress code will improve the league’s image, but the athletes argue that they should be permitted to dress the way they please. Should professional basketball players be required to follow the dress code?

2. As plastic surgery becomes more popular in the U.S. and is promoted on television shows, the age of people who are getting their noses altered or their breasts augmented is decreasing. Today it is not unusual for teens to get the type of surgery that used to be only for adults. Is it acceptable to allow children or teens to have plastic surgery procedures?
In-Class Practice FEEs

You will write six in-class practice FEEs this semester.
- In-class PFEEs must be completed in class, in blue or black ink in a blue book, on the day assigned.
- If you miss class on the day of a PFEE, you may not make it up.
- Take-home PFEEs must be turned in—in a blue book, in ink—on the due date at the beginning of the class period.
- I will drop your lowest PFEE score (or one missing PFEE).

Extra Credit

You may revise the take-home PFEE as well as PFEE #1, #2, #3, #4, and/or #5 for extra credit after I’ve graded it/them. You must meet with me to discuss the changes you will make before you turn it in. Turn in the original bluebook along with a typed revision. Depending on the quality of the improvements, I will raise your grade on that PFEE by up to ten percent.
1. **Bounties for Injuries**

Several coaches for the New Orleans Saints, a professional football team, have been suspended due to a scandal that involved giving players cash rewards when they injured their opponents during games. More serious injuries resulted in higher cash rewards. By nature, football is often a violent contact sport, so some feel that public reaction to these “bounties” has been overblown. Should teams be fined or penalized for encouraging their players to injure their opponents?

2. **Extra Fees for Preferential Enrollment?**

Santa Monica College, facing severe budget cuts and limitations on classroom space, wants to start offering some high-demand courses at four-times the current cost. This plan, if approved, could enable students who can pay the higher fees to receive preferential access to certain courses. In spite of strong opposition, some college officials argue that the alternative would be repeatedly turning hundreds of students away from overcrowded classes and delaying their graduation. Should California community colleges be permitted to charge students extra for preferential enrollment?
PFEE 2 TOPICS

1. Pink Slime

Parents across the country have been reading about “pink slime,” a nickname describing chemically-disinfected lean finely-textured beef. This product is used in low-cost hamburger meat or other products that are often served in public school cafeterias. Supporters of this product argue that it's a safe and effective way to process beef, but public outcry against “pink slime” has caused at least one food supplier to discontinue the product, which could result in higher beef prices. Should public schools continue to serve food products made from lean finely-textured beef?

2. Standardized Testing

Currently, American schoolchildren are tested more frequently than any previous generation and at a rate that is unparalleled anywhere else in the world. One goal of standardized testing is to guarantee that teachers throughout a district or state cover the same material in order to prevent some students from receiving sub-standard instruction, but many education experts complain that the tests focus on simple memorization rather than encouraging students to ask questions or make connections between ideas. Should our country continue to rely heavily on standardized testing for schoolchildren?
1. **Bakersfield College Financial Aid**

In recent years, 27% of Bakersfield College students have failed to pay back their loans to the government. If that percentage continues to increase, it could result in sanctions that would put financial aid for all other B.C. students at risk. As a result, the college has decided to stop offering federal student loans starting next year, joining seventeen other community colleges across the state that have made the same decision to protect other sources of financial aid. Should Bakersfield College stop offering federal student loans to its students?

2. **California “Bullet Train” Construction**

The California legislature will soon vote on whether or not to begin construction of a high-speed rail line that voters approved in 2008. If the construction is approved, it will eventually connect Los Angeles to San Francisco using tracks laid through the central valley. Opponents point out the high cost of the project, but supporters claim that construction will create jobs throughout the state. Should California begin work on the state’s high-speed rail project?
1. **No Football**

   Last year, a California high school cancelled the entire football season because of repeated threats that gang-related violence could possibly happen during the football games. The local police chief said he wasn’t sure the threats were believable, but he felt the high school made the right decision by cancelling the season. Football players and supporters were upset by this choice. Should the football season have been cancelled?

2. **Fast Food Lawsuits**

   Recently, about half a dozen overweight people have filed class action lawsuits against the fast food industry. Because these people suffer from obesity, they blame restaurant chains like McDonald’s and Burger King for making fast food so convenient, tasty, and fattening. Critics contend that these people should take responsibility for their own poor eating habits. Should obese Americans sue fast food chains for their weight and health problems?
PFEE 5 TOPICS

a. Physical Education in Elementary Schools
Some elementary schools have cut their physical education requirements in favor of teaching more English, math, history, and science. These schools argue that children receive enough exercise at recess and that low test scores demand more class time. Others argue that children are too physically inactive; in addition, the time spent at school is the only time some children would engage in any physical activity. Do you believe that elementary schools should continue to require physical education courses?

b. Prisoner Education
In California, two state prisons offered programs where prisoners could earn a two-year college degree. At one of the prisons, prison guards protested, saying it was unfair to offer such a program to criminals when law-abiding citizens have to pay to go to college. Supporters of these programs argue that educated and trained inmates are more likely to lead productive lives after their release from prison. Should prisons offer two-year degrees to inmates?
PFEE 6 TOPICS

1. Home Schooling
A California judge recently ruled that existing laws require all California children, even those who are home-schooled, to be taught by someone possessing a valid teaching credential. The governor wants to appeal the judge’s ruling and has suggested that the legislature should be urged to re-write the law. Should parents who wish to home school their children be legally required to earn a teaching degree?

2. Food Stamps
State Senator Michael Rubio wants to propose legislation that would prohibit food stamps from being used to purchase “junk food” or prepared meals at fast food restaurants. Senator Rubio feels that taxpayers, who fund the food stamps program, want their tax dollars spent wisely. He also argues that these restrictions will improve the health of those receiving food stamps by requiring them to make better dietary choices, which would also cut down on the cost of health care. Would banning the purchase of junk food and fast food meals for food stamp recipients be worthwhile?
English 60 FEE Rubric

A. Length—Each essay will be a minimum of 250 words.

B. Content—Each essay will respond to the assigned topic, contain a clear thesis statement or idea, and develop the topic with body paragraphs using topic sentences, examples, and support.

C. Organization—Each essay will be organized around a thesis statement, use transitions, be coherent, and contain a clear conclusion.

D. Sentences—Each essay will contain a variety of sentence patterns and avoid primer prose. Additionally, the essay will avoid awkward or ambiguous constructions (diction); wordiness and repetition; fragments, comma splices, and run-ons; and shifts in mood, number, tense, and person.

E. Usage and Mechanics—Each essay will display an understanding of standard English usage; be free of errors which interfere with meaning; and have few errors in verb form, agreement, punctuation, apostrophe, reference, spelling, or capitalization.

6. High Pass (90-100)
   • provides a clear, direct response to the assigned topic
   • is well organized
   • is virtually free of sentence-level errors
   • demonstrates above-average control of mechanics and diction

5. Pass (80-89)
   • provides a clear, direct response to the assigned topic
   • is well organized
   • is virtually free of sentence-level errors
   • demonstrates above-average control mechanics and diction.

4. Low Pass (70-79)
   • responds to the assigned topic
   • is reasonably organized (it may be inconsistent, but the writer retains control of the essay’s organization) with sufficient paragraph structure and development.
   • is relatively free of sentence-level errors
   • demonstrates acceptable control of mechanics and diction

3. High Fail (60-69)
   • offers a limited and/or repetitive response to the assigned topic
   • often is disorganized, neglecting transitions and development
   • contains a variety of sentence-level problems, but these do not interfere with the communication of ideas
   • sometimes exhibits confused and/or awkward mechanics and diction

2. Fail (50-59)
   • offers a confused response to the assigned topic
   • is disorganized, with weak paragraph structure and no clear pattern of development
   • contains repeated and consistent sentence-level problems that interfere with the communication of ideas
   • often exhibits confused and/or awkward mechanics and diction

1. Low Fail (0-49)
   • offers an incoherent or inappropriate response to the assigned topic
   • contains no pattern or organization with weak or non-existent paragraph structure or development
   • contains serious and ongoing sentence-level problems that interfere with the communication of ideas
   • exhibits confused and/or awkward mechanics and diction

a score of 4, 5, or 6 indicates sufficient competency for English 1 / ESL 1

a score of 3, 2, or 1 indicates insufficient competency for English 1 / ESL 1
PURPOSE AND AUDIENCE

1. What do we mean by “purpose” and “audience” in writing?

PURPOSE = __________________________________________________________

AUDIENCE = __________________________________________________________

2. The two main purposes for writing are to ___________________________ and to
   ___________________________.

3. When you write a summary, your purpose is to _____________________________.

4. When you write an essay, your purpose is to _____________________________.

Introductions

Do you want a free college education? Well, then go to prison. College programs for prison inmates shouldn’t be allowed. Now people who go to college sacrifice a lot of time and money, and now there are individuals who have killed others and have committed numerous other crimes who will be rewarded with a free college education.…

“Who needs brains when you have these?” I wonder if the girl wearing that shirt is telling her parents not to worry about paying for college. She figured out that her breasts will give her an income, and she doesn’t even need to be smart. Some t-shirts for teenagers are making the wrong statements, such as, “Do I make you look fat?”, “Naughty girl,” “I had a nightmare I was a brunette,” “Half man Half horse,” “I’m with an idiot,” among others. T-shirts with insulting slogans should not be allowed to be sold in stores. They are not only disrespectful and offensive, but also they point out others’ differences and give a bad example to children.
Thesis Statements

THESIS STATEMENT CHECKLIST
• one complete sentence
• state the topic
• state your position on the topic
• state or imply the significance of your argument (So what?)

EXAMPLE THESIS STATEMENTS
• Although steroids are somewhat dangerous, Barry Bonds should be able to keep his records because no policy against them was in effect at the time he set these records.
• Carmakers should not make engines that shut off due to non-payment because this takes control away from buyers and puts innocent drivers in danger.

IMPROVING THESIS STATEMENTS
EXAMPLE PROMPT: Should carmakers be able to shut down a car’s engine because owners are not making payments?

EXAMPLE THESIS: They have the right to shut down a car.

IMPROVED THESIS: Carmakers should have the right to shut down an engine when payments are not made; after all, they are still the legal owners.

EXAMPLE PROMPT: Should high schools offer rewards to students who achieve better grades or higher performance?

EXAMPLE: They should be rewarded for all their hard work.

IMPROVED: High school students should be given incentives to reward their hard work and improve individual performance.
THESIS STATEMENT PRACTICE

PART 1: Revise the following thesis statements. Use the checklist to determine what needs to be improved.

PROMPT Last year a California high school cancelled the entire football season because of repeated threats that gang-related violence could possibly happen during the football games. The local police chief said he wasn’t sure the threats were believable, but he felt the high school made the right decision by cancelling the season. Football players and supporters were upset by this choice. Should the football games have been cancelled?

1. When gang violence threatens people, there is no question about it: people are more important than football.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

2. Instead of upsetting the players and supporters by cancelling the season, the school should have gated games with security or police at entrances to lessen the chance of violence.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

3. Because a California high school made a decision to cancel an entire football season based on possible gang violence, as a parent, I would have been very upset.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
4. A football team’s season was cancelled because of gang threats; meanwhile, it’s not fair for players and supporters, so they have the right to be upset.

PART 2: Read each of the following prompts and write a thesis statement to answer each one of them. Use the checklist to make sure your thesis statement is clear.

1. The Kern High School District plans to offer single-sex gym classes in 2009. This is intended to remove “boy-girl distractions” and motivate students to put more effort into physical fitness. The classes will be voluntary and supplement existing coed classes. However, the Kern High Faculty Association opposes this arrangement because funding the new classes may take money away from other programs. Should the Kern High School District proceed with its plan to offer single-sex gym classes?
2. San Francisco and Seattle are encouraging shoppers to bring their own bag for carrying home purchases. One method of encouragement includes a 20-cent “green fee” that is added to each shopper’s receipt to pay for store-provided bags. The money collected from this fee then goes to environmental clean-up or other programs. Should Bakersfield stores institute a similar fee to force consumers to reduce waste?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. Not long ago, three pit bull dogs in Bakersfield chewed their way through a wooden fence surrounding their yard; the pit bulls then entered a neighbor’s yard where they mauled and killed a pet dog while its thirteen-year old owner watched helplessly from a kitchen window. Because pit bulls are often involved in vicious attacks like this one, some people believe it should be illegal to own the breed. Should owning pit bull dogs be banned?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Body Paragraphs

The body of your essay should offer support for your thesis statement. Each body paragraph should develop one of the reasons that supports the thesis and should show a connection to the overall argument.

- It’s a good idea to start with a topic sentence, stating one of the reasons that you’re using to support your thesis. This will give your reader an idea of what you’re going to argue in that paragraph.

- Next, you will need to explain that reason and offer examples that support your reason.

- Then, you will want to remind the reader of how those examples support your thesis statement.

- Finally, you may want to make a transition into your next main point or body paragraph.

What does this all look like? Here’s an example of a body paragraph:

Furthermore, Barry Bonds should not be stripped of his records because steroids are used in modern medicine and are not harmful if used properly. People with asthma use steroids all the time. One of the drugs used in an albuterol inhaler is a steroid. It is used to help strengthen the alveoli in the lungs when the patient has an asthma attack. Although this does not by any means suggest that using steroids is a good idea, it does demonstrate that steroids aren’t harmful if they’re used properly. Many people use steroids and don’t even realize it.

PRACTICE 1: In the paragraph above, label the topic sentence, the example, and the explanation.

PRACTICE 2: The following paragraph is missing a topic sentence. Add one.

According to a story in yesterday’s student newspaper, this school has spent $11 million on its football program over the last four years. During this time, the team’s record has been a combined 12 wins, 32 losses. Seven football players have been arrested for violent crimes, and fifteen more have been arrested for theft drug possession, or alcohol-related offenses. The university also plans to spend $15 million to renovate the football stadium.
Conclusions

People around the world talk about the high rate of obesity. If obesity is such a big problem, shouldn’t everyone be trying to do something about it? Although it seems reasonable to expect support from educators in particular, schools are taking away physical education programs. In the end, the children lose.

We should all be thankful that there is a piece of technology is available to help parents keep track of their children. It will give them more peace of mind in today’s society that is not always safe.

So this new technology that teenagers dislike so much, that spies on them, that takes away their freedom, just may be one of the best new inventions out there today, so when your child or grandchild complains to you about that device being installed in their car or on their cell phone, tell them, “Oh well. Live with it. Deal with it. It’s here to stay. This is just a little something to help ease the mind as you walk out the door to go out with your friends to the mall or to a movie—or to stay home.” How’s that for freedom?
SAMPLE FEE

PROMPT: Barry Bonds, a major league baseball player who is close to reaching the all-time home run record, has been investigated for illegally using steroids. Steroids are drugs that increase muscle size and power, and it has been reported that a number of professional athletes have secretly used them. Because of the possibility that Bonds may have used steroids, many baseball fans and former athletes believe that any records set by Bonds should not count. Major league baseball, however, did not have a clear policy prohibiting steroid use until several years ago. Should the athletic accomplishments of Barry Bonds count?

STUDENT ESSAY (476 words)

In the past few years, the professional sports world has been hit with some serious allegations. These allegations spread from the NFL, the NBA, and most recently to major league baseball. The situation with future hall-of-famer Barry Bonds and his reported steroid abuse has been on the minds of fans for quite some time now. The public has been debating whether to let him keep his records or strip them from him. Barry Bonds is a worthy athlete who should be able to keep his well-deserved records in spite of alleged steroid use.

First and foremost, Bonds should be allowed to keep his records because there were no set guidelines in place to define the usage of performance-enhancing steroids. Until something is in black and white, it isn’t official. The league cannot strip him of his records because they did not have an official policy against the usage of steroids. That would not be fair. For example, during the Vietnam War, sailors and soldiers were allowed to smoke marijuana. This was allowed to go on until the mid-1980s; then, the military developed a zero-tolerance policy which is in effect today. Anyone caught smoking marijuana after this policy was developed gets kicked out. This is just like the story with Barry Bonds: if he continues to use steroids now that the league has a policy, then the league would be justified in not counting those future accomplishments. But it is not right to discredit what Bonds accomplished prior to this policy.

Furthermore, the league should not take his records away from him because steroids are used in modern medicine and are not harmful if used properly. People with asthma use steroids all the time. One of the drugs used in certain inhalers is a steroid. It is used to help strengthen the alveoli in the lungs when the patient has an asthma attack. Although this does not justify all uses of steroids, it does suggest that they are not harmful if used properly. Some people may even use steroids without realizing it.

Finally, Barry Bonds is an amazing athlete. He is a positive role model and has never had any problems in his career until now. There are other professional athletes doing worse things than Barry Bonds. One example is Michael Vic of the NFL who has been suspended from the NFL until further notice. Vic has been federally indicted for dog fighting and animal abuse. Compared to Vic, the offense that Barry Bonds has allegedly committed is minute. Fans should cut the legend some slack.
Barry Bonds may have made some poor decisions, but he is still a stand-up athlete and a positive role model. Throughout this whole ordeal, he has stood up and faced this issue with courage. The league and sports fans need to give him credit and allow him to enjoy his accomplishments.

PROMPT: Many high schools across the country are offering incentives to their students. Good grades or good attendance can earn a student a new iPod, cash, or even a new car. Some educators argue that these rewards inspire at-risk students who often don’t care about grades or attendance. Others feel that these rewards are shameless bribes. Should high schools offer rewards to students who improve their grades or performance?

STUDENT ESSAY

High school students should be rewarded for the effort they put into their education. It is very common for a young student to be rewarded for his or her accomplishments. For example, a young girl needs money for a new outfit and in order to purchase one, she needs to achieve a 4.0 grade point average. If she brings her parents home a 4.0 on her next report card, then they promise to buy her a new outfit. Now what if the parents have no money to give the young girl? She might not put as much effort into her school work. On the other hand, what if she chooses to do better in school and her parents wish they could give her something for her positive future planning? Then a reward given to her in her school wouldn’t be such a bad idea because it lets the young girl know that her effort is appreciated.

Giving awards to high school students who achieve is not bribing them. A bribe is a positive outcome coming from a negative source, such as when a kidnapper demands money for a child’s return. The kidnapper receives money, which is positive for him, but he did something wrong to acquire it. In contrast, teenagers receiving a reward for what they do in school is positive on both ends. Not only is the teenager content with the reward, but he/she also learns. The key word to school is to learn, and the student needs to learn whether there is a reward or not. The reward just allows the student to put even more effort into his or her work because there is a positive outcome. Little do the students know, they are benefiting themselves as well.

Rewards would have helped me in school. In first through third grade, I never found homework to be interesting. The teacher would always assign homework to the class, and I would never put the time into doing any of it. When I went to fourth grade, however, I had a teacher who would change my opinion about school. Her name was Mrs. Park, and she had a system where if students did all their work throughout the week, they would receive a prize. The prizes included a milk shake, a homework pass allowing students to miss one assignment, and much more. As a young child, I loved milk shakes. Therefore, I did my homework every night, and I started to actually learn—even though I
was only doing it to get the milk shake. Once I started doing all my work, my grades started to improve. My parents became very proud of me for having such a change in attitude toward my school work. I did so well in school that my parents were amazed, and the reward changed from a milk shake to making my parents proud. Now I am in college with the attitude of wanting to learn, and it is amazing how one little reward can affect a person so much. Without the reward of a milk shake in fourth grade, I still could care less about my education. Even though my effort in school was not prompted initially by an internal motivation, the incentives later changed my opinion about school and how important it is to an individual.

If the students refuse to do their work in school, then trying the system where a student is rewarded for his or her effort isn't a bad idea. The outcome can only be positive because the students will be doing their best. If educators argue that giving students rewards is a way of bribing them, then what do they think about scholarships? Scholarships are money given to students to help pay for college because of how well they performed in school. If rewards are bribes, then scholarships would also be bribes. They're not. Like scholarships, students with good grades and good attendance deserve rewards because they are good students putting effort into their education.
ADDITIONAL FEE TOPICS

1. Cell Phone Rules for Buses
On some public bus lines across the country, passengers may use cell phones only if they do not disturb the driver or fellow riders. According to these rules, the driver or other passengers may ask a cell phone user to speak more quietly or hang up the phone, and if the cell phone user does not comply, the driver is then permitted to remove him or her from the bus. Should public bus drivers have the power to force disruptive cell phone users off their buses?

2. Special Key for Teen Drivers
In 2010, Ford Motor Company will offer a “My Key” car key with its new models. Designed for teenage drivers, this key contains a computer chip that prevents the car from going over 80 miles per hour, does not allow the stereo volume to exceed a certain limit, and activates repeated warning alarms until seat belts are fastened. Should parents with teenage drivers use the “My Key” technology?

3. Violent Juveniles
Five area teenagers, ranging in age from 13 to 15 years old, were recently arrested after they beat an 81 year old man to death while stealing aluminum cans he was collecting to recycle. Many members of the local community want these teens put on trial as adults because they committed murder. Should juveniles who commit violent crimes like murder be tried as adults, regardless of how young they may be?

4. Employers Go Online
Many companies now search the internet to find information about job applicants. When a prospective employee has a website or “blog” (an online journal or diary), companies will review both the content of the writing and the applicant’s photographs to help determine whether or not the person should be hired. Many people feel that these websites are just for fun, or should be viewed only by family and friends. Is it right for companies to use photographs and information from job applicants’ personal websites during the hiring process?
5. Army Reduces Minimum Standards

In 2006, the U.S. Army lowered its minimum expectations for new soldiers in the hopes of reaching enlistment goals. The Army admits that nearly twenty percent of its current recruits would have been rejected in the past because of previous misdemeanor arrests, past drug or alcohol problems, medical issues, or low aptitude and achievement scores. Is the U.S. Army’s decision to lower its minimum standards in order to increase enlistments a wise one?

6. Elderly drivers

Recently, an elderly man lost control of his car and drove into a crowd of people at a Farmers’ Market, injuring some and killing several of them. He was later revealed to have had a prior ticket for reckless driving. Some people have suggested that drivers be required to take yearly road tests after the age of 65. Opponents claim that most fatal accidents are caused by drivers under the age of 25. Do you agree or disagree with yearly road tests for people over the age of 65?

7. Learn and Earn

In Atlanta, several high schools are now paying low-income, at-risk students to attend after school tutoring sessions in subjects such as math and English. The program, called Learn and Earn, is privately funded and allows these schools to pay eight dollars an hour to each qualified student who attends. The hope is that this program will reach students who would otherwise take no interest in improving their educational performance. Is it reasonable to pay certain students who enroll in after school tutoring sessions?
Frequently Asked Questions about the English B60 Final Essay Exam

What is the English B60 Final Essay Examination?
The Final Essay Examination (also known as the “F.E.E.”) is a minimum 250-word essay written in response to an assigned topic. All students, with the exception of those with documented learning disabilities, are given two hours in class to write their F.E.E.s.

How/when is the F.E.E. scheduled?
The dates for the F.E.E. are typically the Monday and Tuesday of the final week of regularly-scheduled classes.

When Friday- or Saturday-only classes are taught, those students take the F.E.E. during their regular time blocks. These sections will be the first to test, giving their exams at the class meeting before the regularly scheduled F.E.E. dates for other sections.

The F.E.E. is proctored by instructors in their own classrooms during the normal meeting times.

On the day of the F.E.E., instructors will be provided a packet of materials by faculty members involved in F.E.E. coordination. The packets include printed copies of the two selected topics, which are handed out to the students, a tape dispenser, grading forms, blue "stickies," and instructions and announcements for use by the instructor. The use of grade forms is explained in more detail below.

Exception -- sections meeting for less than two hours: These instructors do not proctor their own F.E.E.s. They need to alert students well in advance that they will be taking the F.E.E. as “overflow students” in designated Friday-only, Monday or Tuesday sections. Designated sections are coordinated between impacted instructors and the F.E.E. coordinator or assistants, with a list of available times and classroom locations sent out to impacted instructors at least two weeks before test dates. Instructors of these sections need to make sure that all students know when and where they will be taking the F.E.E. at least one week before F.E.E. week.

What should instructors discuss at class meetings prior to the F.E.E. date?
Instructors should inform students to bring at least one examination blue book and a few pages of scratch paper to the final class meeting before the F.E.E. Instructors should collect these materials, check to make sure the blue books are free of any pre-writing or notes, place a difficult-to-duplicate identifying mark somewhere inside or on the blue book, and then redistribute them to students on the examination date.

Exception -- sections meeting for less than two hours: Instructors not proctoring their own F.E.E.s need to alert impacted colleagues well in advance that their sections will include overflow students. Provide a list of students who will be attending each section, and deliver an appropriate number of blank bluebooks (each containing a few sheets of clean scratch paper) to the proctoring instructors’ mailboxes at least 48 hours in advance of the F.E.E. start time. Overflow students who show up for the F.E.E. empty-handed (or unannounced) may be unable to write the F.E.E. that day.
All instructors: announce the list of department-approved items that students may bring on the day of the F.E.E., which include blue or black ink pens, a F.E.E. tip-sheet (generated by either the instructor for the entire class or by individual students), a dictionary and/or spell-check device, and correction tape or fluid. Student-generated F.E.E. tip sheets should be reviewed by instructors on the day of the F.E.E. to verify that they do not contain information on the possible F.E.E. topics. The F.E.E. tip sheet may contain grammar guidelines, general essay-construction tips, lists of commonly misspelled words or commonly used transitions, etc.

NOTE: Some students will ask to use spell-check programs that are part of their cell phones, personal hand-held devices, or music players during the F.E.E. Since many of these devices are Internet-enabled and/or capable of storing and displaying pre-written documents, their usage is not permitted. Also, electronic and print translators are not permitted. All student cell phones and music players should be kept in backpacks, purses, or pockets during the F.E.E. – not on the desk or in plain view. Instructors will need to notify their students that possible topics for the F.E.E. are posted on the English Department web-page on the Wednesday evening preceding the examination dates.

Hard copies of the possible F.E.E. topics will not be made available before test days. Instructors should never read, comment on, or review the possible topics with their classes prior to the F.E.E. dates. It is the students’ responsibility to independently access the topics online and do whatever preparatory work they choose prior to the examination date.

Although students may research, pre-write, or even draft based on the possible topics at home, it bears repeating that they cannot use these materials in any form on the day of the exam. It is the responsibility of individual instructors to verify that students only utilize the approved items listed above on the F.E.E. test day.

Students with Documented Disabilities
Students requiring special testing accommodations need to secure the appropriate paperwork from testing service and present it to their instructors at least two weeks in advance of the F.E.E. dates. The current contact person is Kathy Boner in the Assessment Center, ext. 4468.

Disabled students will take the F.E.E. in the Finlinson Conference Center and should begin the F.E.E. as close to their normal class meeting times as possible during the regularly-scheduled F.E.E. dates (Friday, Monday, or Tuesday). Wednesday morning times will be available for students with extreme conflicts or mitigating circumstances. The chosen F.E.E. topics from the online list of potential topics will be provided to accommodations staff by the F.E.E. coordinators or appropriate subcommittee members.

Accommodations staff will return the completed F.E.E.s to the F.E.E. coordinator or to individual instructors prior to the start of the first grading session. As always, the first reading of these students’ F.E.E.s will be done by their instructors.
The F.E.E. Grading Process

F.E.E. grading sessions are held immediately following the F.E.E. dates. Instructors serve as first readers for their students’ F.E.E.s. Using the grading forms included in the F.E.E. packets and following the instructions contained therein, the grade forms are folded in half so that the side marked “Reread” faces down. The form is then taped to the cover of the examination blue book over the student’s name and course information. The instructor then reads the essay, and adhering to the English B60 rubric, he or she marks a score between 1 and 6 on the grade form. Next to that, he/she puts down his/her identification code.

According to the English 60 rubric, a 6, 5, or 4 indicates a passing exam. A 3, 2, or 1 indicates the writer is not ready to move on to the next course in the sequence, in this case, English B50.

At the start of the first day of the grading session, there will be a F.E.E. norming session. A packet of photocopied responses to the F.E.E. selected from random sections will be distributed to instructors in attendance, who will read them and assign scores based on the English B60 rubric. Once the reading/scoring is completed, the scores will be tabulated on the board and reasons for the scores will be discussed. This is done to help standardize grading practices prior to reading/scoring the remainder of the F.E.E.s and to answer any lingering questions.

Once the grading session begins, the F.E.E.s, along with the writing prompts, copies of the English B60 rubric, and other materials are distributed to the instructors in attendance. The process goes as follows:

1. Essays marked “ESL” will be read by one ESL instructor, if one is available. If no ESL instructors are in attendance, this policy is waived.

2. As long as expectations listed above are followed, all instructors will be second readers for the distributed essays. (Obviously, the primary instructors may not read their students’ essays a second time.)

3. The second reader records a score of between 6 and 1 on the grade form, then removes the blue “stickie.” If the scores “agree” – agreement is defined as both readers scoring either 4 or above or 3 or below – then the second reader writes either Pass (for essays scored 4 or higher) or Fail (for essays scored three or lower) at the bottom of the grade form and puts the essay aside to be recorded later.

4. In the event that one reader scores a “4” and the other scores a “3”, the second reader writes Borderline on the grade form. Borderline essays are considered “too close to call” and are returned to the original instructor, who decides whether to Pass or Fail the essay usually based on a review of the student’s performance during the full semester. The instructor must report his/her Borderline
changes in writing to the F.E.E. Coordinator before the end of the final exam period. A Borderline score does not automatically mean "low pass."

5. In the event that the second reader uncovers the blue "stickie" and discovers a discrepancy – defined as a 2 or more point variation in scores that crosses the pass/fail line (for example, a “3” and a “5,” or a “2” and a “4”) – the reader covers both scores with blue “stickies” and returns the essay for a third read. The third reader scores the essay, and the majority scores determine whether the essay is a Pass or Fail.

6. Please note that scores of “6” and “4” would still be a Pass, and “3” and “1” would still be a Fail.

Is there any review of the grading?
When papers are returned to the instructor, the instructor may decide that he/she would like certain essays to be reread. In this case, the instructor flips over the grade form on the cover of the blue book so that “Reread” faces up, then writes the numbers of the original readers in the upper right hand corner of the grade form or blue book to make sure that original readers do not score the essay again. The essay is then read by two different instructors following the same procedures listed above. The final grade prevails.

May students retake the examination if they fail?
In rare circumstances, the instructor may decide that a student’s F.E.E. score is not truly representative of the kind of writing that the student has been turning in over the course of the semester. In those cases, the instructor may authorize the student to write a Retake F.E.E. (Dates, times, and locations will be announced at the F.E.E. grading sessions.) Retakes should only be authorized in rare circumstances. They are designed for students who have been consistently writing at a high level by the end of the semester, but for whatever reason, happen to fail the exam. Perhaps the student was sick or had a significant emergency on the day of the regular F.E.E., or maybe test anxiety was the cause.

How does the grade on the F.E.E. affect the final grade in the class?
Students who pass the F.E.E. will receive their final course grade by their instructors based on classroom performance throughout the semester. The grades may be anywhere from A to F. Students who fail the F.E.E. (and subsequent Rereads or Retakes) may not receive a course grade of higher than a D and must repeat the class.

How do students find out whether or not they passed the F.E.E.?
Students can find out their scores/grades by coming to the instructor’s office hours.

Is failing the F.E.E. a disaster?
Not always. Some students need two or more semesters in English B60 in order to acquire the skill sets necessary to pass the course.
Instructions for the English 60 Final Essay Exam

1. Cell phones and pagers should be turned off or set to vibrate. Cell phones and pages must be stored in pockets, backpacks, or purses. They may not be left on the desk.

2. Write the final draft of your FEE in an 8 ½" x 11" bluebook.

3. On the outside front cover of your bluebook, write your name, student ID number, primary telephone number, and your instructor’s name and class section. If you are retaking the test or are not currently enrolled in an English 60/ESL 2 section, be sure to write your instructor’s name and the word RETAKE on the cover. Do not write your name anywhere inside the bluebook.

4. ESL students need to write the letters “ESL” in the upper right-hand corner of the cover of the bluebook.

5. Make sure you understand the two topics given on the back of this sheet and choose only one. Refer to the topic as necessary. You may mark on the topic sheet as you wish. Use scratch paper for planning your essay and writing the rough draft.

6. There is no talking during the FEE. Students who did not bring materials for the FEE may not ask to borrow them from others once the FEE is in progress.

7. Put the topic number on the top of the first page of your final draft. Do not copy the prompt or rewrite passages from the topic within your essay.

8. Begin on the first page of your bluebook. Write your finished essay using blue or black ink. Write on only one side of the page. You may write on every line or every other line of the bluebook as you have been instructed in class, but do not mix the two types of line spacing.

9. Your finished essay must be a minimum of 250 words, and you must write legibly. Print if it is easier and more legible, but make sure you clearly identify capital letters in your writing.

10. Proofread and correct mistakes. The instructors who read your essay allow corrections or mark-throughs on your final copy, but they expect a neat looking paper.

11. When you have finished, bring this instruction/topic sheet and your scratch paper along with your bluebook to the front of the classroom. If you are not taking the FEE in your regular class, give the instructor your photo ID and your signed FEE authorization form. After your materials have been accepted, you may leave the room quietly.

12. At the end of the assigned time period, you must stop writing or your FEE will not be accepted.

13. You may leave the room briefly to attend to personal needs with the permission of the instructor, but you must leave all writing materials in the room and not discuss the test with any other student.
English 60 Documented Essay

DIRECTIONS
1. Read the article “Self Esteem Movement Not Helping Students.” Underline or highlight key passages. Annotate the text.

2. In class, we will discuss the prompt, and you will do a pre-writing activity to organize your thoughts on the topic. (See p. 74 of this packet). KEEP your prewriting; it will be turned in along with the final essay.

3. Write a 400+ word essay at home answering the given prompt. The essay must be typed and double spaced. You will bring the rough draft of the essay to class on ____________.

4. We will do a peer review with the essay in class on that day (see p. 75), and you will have time to revise it before turning in the final draft on.

5. You will turn in the annotated article, the prewriting, rough draft, peer review sheet, and the final, typed essay on ________________.

6. Your grade will be based on the following:

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<th>Essay</th>
<th>90 points</th>
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<td>- is 400+ words</td>
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<td>- is on topic</td>
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<td>- demonstrates an understanding of the reading and the issue</td>
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<td>- has a solid thesis statement</td>
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<td>- has proper in-text citations and a Works Cited</td>
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<th>Annotations</th>
<th>5 points</th>
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<td>Article is attached and annotated</td>
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<tr>
<th>Prewriting, Rough Draft, and Peer Review</th>
<th>5 points</th>
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<td>Complete and attached</td>
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<th>TOTAL</th>
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TIPS, PREWRITING, AND PRACTICE FOR WRITING THE DOCUMENTED ESSAY

Writing the introduction
1. Get the reader’s attention
2. Introduce the topic
3. Briefly refer to the article’s title, the author, and the main idea
4. Write your thesis statement (one sentence that clearly answers the prompt, mentions the topic, and states your position on the topic)

EXAMPLE: Local health departments should spend time and money fighting obesity because obesity leads to deadly diseases and premature death.

Referring to the source
1. Throughout the body of your essay, make specific references to the text to support your argument
2. Use the author’s full name the first time you refer to him/her
3. Use the last name after that
4. The article title gets quotation marks
5. The newspaper/magazine/journal title is italicized.
6. Put a comma after the year if the sentence continues


7. Try to infuse the author’s words into your own sentence
8. Put quotation marks around anything you directly copy from the article

EXAMPLE: Lloyd describes a program that “encourages children to walk to school” by improving the safety of the streets.

9. If you paraphrase or summarize an idea from the source, make it clear that it is the author’s opinion
EXAMPLE: Lloyd mentions that if the neighborhood is unsafe, children will not want to go outside to play.

10. If the author is quoting another person, refer to that person by name and include a parenthetical reference to the author

EXAMPLE: Public Health expert Jerry Imes explains that one of the major obstacles for low-income families is that “sometimes the only food that’s within walking distance of their homes is fast food” (qtd. in Lloyd).

11. Refer to the article in the present tense
   EXAMPLES: Lloyd writes, Lloyd explains, Lloyd argues
   NOT Lloyd wrote, Lloyd explained, Lloyd argued
Integrating and Citing Sources within Your Essay

When you use information you’ve gathered from another source, you may want to use direct quotes, summaries, or paraphrases. You also need to make sure that you do not plagiarize (use the author’s words or ideas without using quotation marks and/or referencing the source).

PART 1: SUMMARIZING

**SUMMARY=** Condense and shorten the author’s main idea. Be sure to get to the argument or thesis (main point) rather than simply mentioning the topic or worrying about the details. Summaries are always shorter than the original text and should be written entirely in your own words. You must give credit to your source. Often when you’re writing an essay that refers to a source, you can summarize that source in one sentence when you first introduce it. This gives your readers a frame of reference to understanding the main point of the source and what it has to do with your essay. This is a good strategy whether your essay refers to one source or many sources.

**EXAMPLE SUMMARY:**
Suzanne Britt argues that is better to be neat than sloppy in her humorous essay “Neat People Vs. Sloppy People” (November 23, 2005).

**PRACTICE SUMMARIZING:**
Now write a one-sentence summary of the article “Self Esteem Movement Not Helping Students.” (The article appears on page 76 of the class pack.) Be sure to include the author’s full name, the title of the article, the date, and the main point/thesis of the article.

PART 2: PARAPHRASING

**PARAPHRASE=** Put the author’s idea in your own words. Unlike a summary, a paraphrase should be about the same length of the original. Use your own words, style, and sentence structure, and give credit to your source.

**EXAMPLE PARAPHRASE:**

**ORIGINAL:**
Neat people cut a clean swath through the organic as well as the inorganic world. People, animals, and things are all one to them. They are so insensitive. After they’ve finished with the pantry, the medicine cabinet, and the attic, they will throw out the red geranium (too many leaves), sell the dog (too many fleas), and send the children off to boarding school (too many scuff-marks on the hardwood floors).
PARAPHRASE:
According to Suzanne Britt, people who are neat make no distinctions between living creatures and actual clutter. They show no compassion to animals or people, not even children. They just want to get rid of everything in order to keep their surroundings organized.

PRACTICE PARAPHRASING: Now write a paraphrase of paragraph 8 of “Self Esteem Movement Not Helping Students” (reproduced below). Remember to use the author’s ideas but your own words and sentence structure. Mention the author’s name.

Rather than risk embarrassing students who did not keep up with their classroom assignments, the curriculum was dumbed down, grades were inflated, egos massaged, and students who failed to learn the material needed to succeed in the next higher grade were promoted anyway. Social promotions doomed the unprepared students to greater failures, caused classroom disruptions, and held back students who were willing and able to learn.

PART 3: QUOTING FROM THE SOURCE

QUOTATION=Introduce or infuse the author’s words into your own sentence. Put quotation marks around the words you actually copy from your source. Always explain how the quote supports your argument. Avoid starting or ending a paragraph with a quotation. Give credit to your source.

EXAMPLE QUOTE SANDWICH:
Suzanne Britt complains that neat people “sell their furniture when they move. They will sell a La-Z-Boy recliner while you are reclining in it.” She is obviously exaggerating; however, her point is clear. She is arguing that neat people put a higher value on neatness than on personal relationships.

PRACTICE QUOTING: Now write a quote sandwich using anything from “Self Esteem Movement Not Helping Students.”
PART 4: WRITING THE WORKS CITED

A Works Cited is a list of references (or, in this case, one reference) to the source(s) you refer to in your essay. It must be in MLA format. For a regular print article, you will need the following information:

Author’s last name, first name. “Title of article.” Title of magazine or newspaper. Date. Page number if given. Print.

EXAMPLE:

## Prewriting

<table>
<thead>
<tr>
<th><strong>Before you write</strong></th>
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<tr>
<td>What is the article about? What is the main point? Is it merely a report, or does the author express an opinion on a topic? What is the author’s opinion?</td>
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<tr>
<th><strong>Introduction</strong></th>
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<tr>
<td>How will you get the reader’s attention? How will you briefly summarize the article? What’s your thesis statement?</td>
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<th><strong>Body</strong> (organize logically into paragraphs)</th>
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<tr>
<td>What reasons will you give to support your thesis statement?</td>
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<tr>
<td>What comments from the article support your argument?</td>
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<td>What other examples can you use to make your point?</td>
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<th><strong>Conclusion</strong></th>
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<td>How will you tie everything back together and conclude your argument?</td>
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English 60 Research Paper PEER REVIEW

DIRECTIONS: Read your partner’s essay and answer the following questions about it. If you have any question on citations or grammar, please ask me. This paper will be turned in with the writer’s essay.

• How many paragraphs are in the essay?
• How many words does it contain?
• Find the thesis statement and underline it. (NOTE: If you have to ask the writer what the thesis statement is, then it is not a good one.)
• Is the thesis statement one complete sentence?
• Does the thesis mention the topic?
• Does the thesis mention whether the writer thinks that the over-emphasis on self esteem is harmful to students?
• Does the essay contain examples from the article to support the argument?
• Does the essay contain quotes from the article to support the argument?
• Does the essay contain examples other than what’s in the article to support the argument?
• Does it have a clear conclusion?
• What does the writer need to do to improve this essay?
A session of children’s favorite morning cartoons may be a factor in childhood obesity. Joseph Menn and Adam Schreck argue in an article “Study Finds TV Feeds Children Plenty of Junk,” issued in the Los Angeles Times (on March 29, 2007), that junk-food advertisements during a child’s TV programs are part of the cause of childhood obesity. Limits should be imposed on the number of junk-food advertisements during a child’s television programs because if a child spends most of their time watching television, it’s only normal for them to be affected by the junk-food commercials and want to eat what they see; therefore, what they see should be healthy food advertisements, so they will eat healthy and not become obese or suffer from any other health issues.

It’s only natural for children to be affected by junk-food commercials and want to eat what they see. Menn and Schreck are worried that “children are being fed a steady diet of junk-food ads by the TV channels they watch…..” This is true especially if the commercials have fun characters children like. For example, a commercial is on for gummy fruit snacks shaped as
Batman, and the boy watching the commercial loves Batman. He is most likely to ask his mom for gummy fruit snacks just because he saw the cool, yet unhealthy commercial on TV.

What children see on TV should be healthy food commercials so that they do not become obese or suffer from many other health issues. Besides school, television ads are often the only other source of information children get on food; therefore, television should promote healthy eating habits. Promoting healthy eating habits can help stop the rise in childhood obesity. Vicky Rideout, co-author of a 2005 report by the federally funded Institute of Medicine, states that junk food ads present “a very serious problem that’s having a devastating effect on the lives of millions of children and families in this country” (qtd. in Menn and Schreck). Children who are obese and do not eat right might suffer from high blood pressure, diabetes, or low self-esteem. It is hard enough for some parents to get their children to eat right; parents do not need the pressure of the junk-food advertising working against their valiant efforts.

Limits should be imposed on the number of junk-food advertisements that air during children’s television programs because it is normal for a child to want to eat what they see; therefore, what they see should be healthy advertisement so that they will eat healthy and not become obese or suffer from any other health issues. Everyone should want to pitch in on helping our children stay healthy including the media and advertising. Assn. of National Advertisers lobbyist Dan Jaffe says, “The total advertising community, the total food community, is tremendously committed to taking major steps unprecedented steps to respond to the obesity problem” (qtd. in Menn and Schreck). A child’s health should be priority on everybody’s mind.
Works Cited

Menn, Joseph, and Adam Schreck. “Study Finds TV Feeds Children Plenty of Junk.”