

Ashleigh Marie Sanchez

Teaching Portfolio

March 2016

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Letter of Introduction

Dear Reader,

I thank you for taking the time to review my Teaching Philosophy. Though this collection well represents who I am as a professional and what I believe as a teacher, I hope I will have the opportunity to demonstrate my abilities in service to your organization.

For more than three years, I have been pursuing a career path as an English Instructor with a technical college. Beginning with the decision to pursue my graduate degree in English, I graduated from Mount Mary University in May of 2015 with a Master of Arts. While a grad student, I wanted to build my experience in an educational environment, and so secured roles at the University of Wisconsin-Milwaukee and Milwaukee Area Technical College. In my position as Communications Specialist at UWM, I spear-headed the creation of the One Stop Student Services website: a centralized, student-centric library of resources and information. By utilizing the perspective of a student and, in turn, presenting an extensive knowledge base with the foresight of an educator, I produced an effective website and developed my understanding of the teacher-learner dynamic. In addition to my web work at UWM, I gained invaluable experience in and out of the classroom as an Educational Assistant at MATC. Supporting the population of College Bound, a grant program for underrepresented first generation college students, I was teacher, mentor, counselor, and advocate for students who truly needed an extra hand.

I look to incorporate technological, interpersonal and alternative methods of instruction. I have mastered such Learning Management Systems as Blackboard and Desire2Learn, and understand how useful such technology can be as a tool for teaching. I also fuse my teaching objectives with established institutional goals to create programs that attract diverse students. During class, it is my responsibility to manage a compliant, yet autonomous extension of the institution. I excelled in Composition Theory at Mount Mary and strive to bring fresh strategies to the classroom. When assessing myself as a professional, I consistently look to build my skills and develop areas that I could improve on. I also recognize the importance of being a staff member who contributes to the unit as a whole. More importantly, though, is that my students use their education to make strides in their own careers.

I am not only prepared, but hungry to take the next step in my career by becoming an instructor. This role is so much more than standing at a chalkboard and demonstrating how to properly place a comma. Rather, it is about promoting growth in young people and inspiring them to maximize their potential. In addition to this portfolio of teaching materials, I invite you to visit my website to further evaluate my professional identity: ashleighmariesanchez.com.

Thank you for your time and consideration,

Ashleigh Marie Sanchez

Statement of Teaching Philosophy

I approach teaching as a means of building confidence and capability in my students. By confidence, I refer to the student's trust in their ability to listen, absorb, and construct a thoughtful argument or well-considered stance. By capability, I refer to the critical thinking, subject development, organized construction, and writing skills necessary for any student to succeed in higher education. Instead of outlining my goals for my students, I'll elaborate on my three main priorities as a teacher.

One initial priority is the use of diverse teaching methods to engage each student in the classroom melting pot. A routine classroom may be predictable for an instructor, but is dull for a student, to the point of tuning out - or worse, shutting down. It is my responsibility to diversify my lessons and present a mix of classic, cultural, and unexpected materials to stimulate each unique class.

Lecture is a necessary and valuable component of class, and my lecture frequently involves the students. By incorporating simple strategies, such as taking a 'show of hands' to gauge comprehension issues, posing questions on new material before teaching answers, and using student responses to steer my discourse, my students take an active role in each lecture and make it their own. In addition to student-fed lectures, my lessons are formatted to include individual brainstorming, partner sharing, small group activities, peer review workshops, open discussion, and debate, depending on the prescribed course objectives.

Besides varying the format of the class, I also want to present wide ranging subject matter in a variety of ways. For instance, a lesson on persuasive essays could incorporate a 1950s print ad for laundry detergent and a recent Superbowl commercial. To evaluate effective methods of personal narrative, we may read a selection from *The Diary of Anne Frank*, watch a portion of Dr. Martin Luther King Jr.'s "I Have a Dream" speech, or listen to Billy Joel's "Piano Man" and discuss the differences. I find that it is important to blend elements of technology with the material as it plugs unprepared students into their wireless world and keeps savvy students engaged.

A second ongoing priority is to focus on each student's progress as an individual. By showing respect in the classroom, hosting positive reinforcement, and encouraging self-assessment, I help my students build their academic confidence and realize their potential. It's important to give momentum to the classroom as a whole, but I also feel each student needs to recognize their worth and take pride in their education.

Respect is a two-way street: I want to listen to my students and let them hear each other, but I also want to elevate their assumed value of the classroom, the material, my teaching and most importantly, their intellect. I show respect to my students by doing something simple like

learning their names. I also show respect for their intellect by asking them the leading questions that will launch our discussion, conversation, or debate. Beyond participation, it's important for students to know when they're doing well. This is not about placating or being a cheerleader, rather, it's meant to remind students that they need to recognize their strengths as well as their weaknesses.

As I build my student's confidence in class, they too must learn to evaluate their performance in relation to what they are capable of. Self-assessment is inextricably linked to self-improvement. At the end of the term, I ask students to write a reflection on what they have accomplished. I also issue the same grammar quiz on the first and second-to-last meetings so that the student can actually see their improvement. I build revision and draft time into the course schedule for many reasons, but primarily to teach students how to analyze their own work. I provide a letter grade on first drafts so that students can see what their additional effort meant to their final grade. I want to soften the intimidation of the first draft, and it's my hope that a student would carry that confidence into other instructor's classrooms.

A third and crucial priority is to teach and rigorously enforce the basics of composition: listening and thinking, building credibility, and constructing the final product. First comes listening: hear and understand the conversation. My students will know how to interpret a work at its fundamental value by practicing with topical essays, book chapters, films, poems, other student's work, and anything they find stimulating. By dissecting the material and working through it together, we model a simple process in class that they can translate to their studies. Once we understand the subject, we apply critical thinking: this is what it says, now what does it mean? By asking students their opinions and what they think about other's opinions, I challenge them to put their opinion in context. By opening up to the possibility of criticism, skepticism, and even rejection in the safe space of classroom discussion, they instinctively invest more effort in the development of an opinion. Beyond critical thinking, they must build a credible argument: address both sides of the story, know the shortcomings of either side, do the research and speak with confidence.

Then there is the challenge of a well-written paper. With 15 minute mini-lessons on grammar, sentence structure, citations, and anything that I see my students struggling with built in to the schedule, we will work together to comprehend, practice, and master basic skills. Grammar quizzes on the corresponding lessons are graded and factored into their score, but I also mark their papers for grammar based on the topics we have already covered. Reading from a grammar book is not teaching, but enforcing the application promotes learning.

My student-centric approach is flexible, simple, and effective. It's not about me; it's about their experience and their education. It's about real-life skills and practical knowledge that can be used at school, at work and in the community. It's about laying the foundations for who they are as a student and who they will be as a professional. I am not only building skills, I am building confidence.

Curriculum Vitae

ashleighmariesanchez@gmail.com
ashleighmariesanchez.com

Education

Master of Arts in English	Mount Mary University	May 2015
Bachelor of Arts in English	University of Wisconsin – Milwaukee	May 2010
Associate of Arts & Science	University of Wisconsin – Washington Cty	May 2007

Relevant Coursework

Seminar in Composition Theory at Mount Mary University

- Conducted a successful micro-teaching lesson
- Developed an understanding of classroom dynamics and protocol
- Studied diverse English teaching strategies for adult learners

Relevant Experience

Educational Assistant at Milwaukee Area Technical College, School of Pre-College Education

- Tutored, mentored, supported, and monitored students in and out of the classroom
- Supporting instructors of the College Bound program by co-managing classrooms and assisting with attendance, grading, technology, and materials

One Stop Student Services Web Coordinator at University of Wisconsin – Milwaukee

- Developed content for student centric website
- Direct site testing with student focus groups

Administrative Associate at the Medical College of Wisconsin

- Administratively supporting educational environment in the Office of Research
- Managing communication projects to reach active faculty and student researchers

Talent Resource Coordinator at MillerCoors, Inc

- Administrative contact for Undergraduate and MBA summer interns
- Coordinated campus recruitment activities

Manager of Department Administration at Froedtert Hospital

- Overhauled dated department orientation and training program
- Conducted classroom style orientation and training sessions
- Facilitated compliance presentations and issued documentation

Instructor Teaching Assessment

March 5th, 2014

Dear Reader,

On March 1, 2014, I observed a microteaching lesson by AshLeigh Sanchez designed to introduce freshman composition students to invention strategies for comparing and contrasting texts. AshLeigh performed this lesson as part of her assigned work for our graduate Seminar in Composition Theory at Mount Mary University.

AshLeigh opened class by introducing the class theme and explaining how the methods of comparison and contrast fit into the context of the course semester goals for writing. She defined the terms in relation to critically reading and writing about texts and then introduced the texts she planned to use as examples for her lesson. Students were given a worksheet, titled Comparison & Contrast Worksheet, to guide them in interpreting and taking notes on the texts. AshLeigh showed two film clips for comparison, from *It Happened One Night* and *American Beauty*. After giving students time to think about the clips, AshLeigh followed her worksheet and also used the board to write down the collective notes from class. Once points of comparison and contrast were made, AshLeigh worked from the board, helping class narrow and refined their responses, until class had a manageable, focused topic and outline. From this, AshLeigh helped class follow their worksheet to develop a thesis statement for a proposed argument.

AshLeigh delivered a clear, confident, and organized lesson that transitioned smoothly from activity to activity. While leading class discussion, AshLeigh moved around the room, engaging individuals as she circulated. The texts that she chose to compare, clips from Oscar-winning films, were timely as her lesson was held during Oscar week, but they also presented a challenge, as the films represented two very different Hollywood eras. Class responded to the challenge of finding points of comparison by providing insightful responses that were not superficial. AshLeigh was patient as she gave students time to think and respond, and she rewarded individual responses with positive reinforcement, at times redirecting or prompting students to clarify their responses. When writing ideas on the board, AshLeigh modeled for students how to refine their answers into critical assertions or more defined insights. In her conduct of class, AshLeigh often bridged one response to another or to the developing thesis by modeling for students how to articulate such connections.

The worksheet that AshLeigh designed to accompany her lesson gave students a blueprint for structuring a comparison essay and walked students through the process of shaping their insights into a thesis statement. In class discussion, students referred to their worksheet notes as they participated in class. Class was fully engaged through to the end of the lesson and their level of insight reflected what they derived from AshLeigh's lesson.

Heather Henry
Instructor, Department of English
Mount Mary University

Peer Student Teaching Assessment (1)

To Whom It Concerns:

I had the opportunity to evaluate a lesson prepared and delivered by Ashleigh Sanchez on March 1, 2014 about how to write a “compare and contrast” composition.

Ashleigh began by informing students of the overall objective of the class, using examples of things in our lives that we might compare and contrast. She handed out a graphic organizer and explained it. Ashleigh showed two clips from two films of male/female interaction from different eras. She solicited similarities and differences from the class and wrote contributions on the board. Ashleigh explained two structures might be used that were outlined on the bottom of the graphic organizer to take this type of information to turn it into a compare and contrast essay. She gave details of the essay assignment.

At all points in the lesson, it was clear what was taking place and how each step fit into the overall goal of the lesson. Ashleigh’s lesson flowed coherently from one activity to the next taking students step-by-step from viewing interesting film clips to having the content and format that needed to begin writing compositions. Film clips were an excellent topic to use to illustrate the compare and contrast essay because they were entertaining and the similarities and differences were easy and fun to notice.

The clips that Ashleigh chose solicited emotional responses from amusement to disgust which ensured classroom participation in the discussion which followed. The clips were also sensible because there were enough similarities and differences to have substance in an essay, and their similarities and differences were interesting since they represented two very different eras.

Ashleigh allowed the class to create the knowledge by sharing their thoughts, and she validated the input by writing it down and using it for possible essay points. She was encouraging and positive about each contribution.

Ashleigh was engaging, and she demonstrated knowledge by the information that she provided and by being prepared and organized.

Ashleigh conducted a superior lesson.

Leea Glasheen

Master’s Candidate, Mount Mary University

Peer Student Teaching Assessment (2)

To whom it may concern:

On March 1st, 2014, I observed AshLeigh Sanchez micro teach a lesson on Comparison and Contrast essays. The lesson successfully engaged the class through the strategic use of film and the accompanying worksheet AshLeigh designed for class. The worksheet provided the student with the opportunity to remain engaged in the lecture as well as the ability to gather information that could be contributed to class discussion.

AshLeigh's lesson demonstrated an understanding of what students relate to and how they engage material. One of the strengths of the teaching was evident in the inclusion of "real life" contexts. This technique engaged the students and provided reasons why the topic was important and applicable. An additional strength of the lesson was the use of visual media. The students were first drawn in with the use of film. The students' attention was then kept through the creation of a chart on the whiteboard. The class remained actively engaged due to class discussion that provided the class with the freedom to offer answers without the fear of being wrong. Additionally, the worksheet provided for the class was well-planned to model note taking skills for the students during lecture as well as a guide for the students through the homework assigned at the end of the lesson.

Overall, the ability to use visual media and connect material to "real life" contexts is effective in engaging students while learning the material.

Madelyn Herbert
Master's Candidate, Mount Mary University

#6

Use a stronger opening sentence - this is generic and doesn't influence

Solace

I think you mean Cavalry, out why?

Everyone has a bad day once in a while, and we all have ways to find solace. Whenever I have a bad day, I find solace in my friends, family and even my job. Solace doesn't only need to be found ^(pick one) just due to stress or a bad day; it is a sense of comfort that is good to maintain ^{because of} throughout ^{your} ones life. Solace can even be found by taking the time to reflect on the day and taking a different perspective prior to bringing out the Calvary. One should always find healthy ways to achieve solace, and sometimes food is the ^{answer?} culprit. Depending on the predicament ^{and} or even trying to maintain solace, is how ^{start here...} I decide which method is right for me to obtain and ^{and} ^{use} maintain solace.

Friends and family are always there when ~~ever~~ I need to talk or get a different perspective on a bad situation. Kelli is my best friend ^{and} I have called ^{upon} her many times; and many ~~of~~ times, she has come through. Recently, we both ~~had~~ lost a friend to suicide, and we had to turn to each other for solace and support. No one can ever find complete solace after a loss like that, but we both found comfort in our friendship and that we still had each other. ^{in fact,} ^{anytime.} ^{you} One can find comfort in friendship ~~without having a bad day~~. Kelli and I find solace ~~in~~ spending time with each other, and no matter how much time we have spent apart, it always seems like ^{if} we were just together yesterday. Kelli helps me to ~~regain and or~~ maintain a sense of solace. All ^{if good - makes your point} though Kelli is my go to girl, my family is also a huge comfort for me to have.

Anytime I need anything, ^{gives me} may it be money, comfort, or support, my family is always by my side. My family ^{at} is ^{at} time, the strength I need to get through a day. They are the reason I

Sometimes

Anyone specifically?

was what kind of food? why unhealthy? Paper 1 page 2

gave up food as my solace. Whenever I would be upset, sad or even happy, food was my comfort. My family explained to me that this was unhealthy and even a type of addiction. They all made it quite easy for me to give up the food and find solace with them. From my grandfather to my sister, everyone in my family always there to support each other and I know we all find solace in knowing that. We also make it a point to get together regularly as a family to maintain that sense of solace. If I ever have a bad day, I think of my family time and the mere thought of it is just enough at times. Family and friends are a huge comfort to me, they help me obtain and maintain my sense of solace, but so does my job.

what is or your job like? do you work?

My job is very rewarding and I find great solace in the fact that I get to help others at the most ghastly moments in their life. They may be injured, sickened or even mentally diminished and they all need solace. I take comfort in the fact that I may have made a difference, even gave just one person a sense of solace. I get to not only help people in their time of need, but a huge part of my job is educating others on emergencies and non-emergencies. At times, I pick up hours at work just to regain that sense of solace and give that sense to others. In my case my friends, family and even my job, are a great means of solace; there is much to learn from this.

Can you find some synonyms for solace, or explain what kind of comfort?

you already said this

Solace doesn't only need to be found due to stress or a bad day; it is a sense of comfort that is good to maintain throughout one's life. Having friends, family or people in your life that you can interact with and talk to can provide one solace in life. It is important to not only find what brings one solace, but to maintain it throughout one's life. By surrounding yourself with people who bring you solace, and finding a way to return that feeling to others, one should never feel uncomfortable again.

(B)

Be more specific when you tell your story - it worked for you, make it interesting.

English 101: Fall 2016

“The scariest moment of writing is just before you start.”

-Stephen King

AshLeigh Sanchez

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Office: Main Hall #123

Office Hours: Monday & Wednesday 2:00 pm – 4:00 pm

Class Information

Class Location: Main Hall #127

Dates: 9/1/16 – 12/15/16

Meeting Time: Monday & Wednesday, 4:00 pm – 5:30 pm

Required Text: *Textbook*, including anthology of articles/essays

Course Objectives

By the end of the course, students will be able to...

- ...complete their own analysis of literary and scholarly works.
- ...select an organizational format or writing style that best suits a task.
- ...write well-structured and grammatically correct papers.
- ...compose an original essay that carefully and thoughtfully presents an argument.
- ...participate in future academic and intellectual discussions with confidence.

Course Grade Determination

Item	Percentage Points
Attendance	5%
Quizzes	10%
Assignments	15%
Personal Memoir	10%
Compare/Contrast Essay	15%
Persuasive Essay	15%
Research Paper	20%
Final Presentation	10%
	100%

Grading Scale

Grade	Percent	Points
A	100	4.00
A-	97-99	3.67
B+	94-96	3.33
B	91-93	3.00
B-	88-90	2.67
C+	85-87	2.33
C	82-84	2.00
C-	79-81	1.67
D+	76-78	1.33
D	73-75	1.00
D-	70-72	0.67
F	0-69	0.00

Attendance Policy

To participate in class and take an active role in your learning, it is important for you to come to class on time and stay until we are done. Attendance will be taken at the beginning of every class period. There are no unexcused absences. After your first two absences, you will lose a percentage point for each class you miss. If you miss more than ten minutes of a class, it will count as an absence. If you have 8 or more absences, you will be dropped from class.

Quizzes

I will be issuing periodic quizzes to evaluate your understanding of the material. Questions may be on a reading assignment or things we discussed in a previous class period, but will always cover our previous grammar and usage lessons as indicated in the schedule. You may be allowed to work in groups for some of our quizzes.

Assignments

I will be issuing assignments that will serve as building blocks and practice for your four major papers. Assignments are clearly noted on the schedule and include your first drafts. Some assignments will be done in class to encourage your participation. You will always have ample time to complete your assignments and ask questions.

Four Major Papers

In this class, you will be writing a personal memoir (10% of your final grade), compare/contrast and persuasive essays (15% each), and a final research paper (20%). Both first drafts and final papers have due dates so that you can experience the revision process. I will always give feedback on first drafts that are handed in on time.

Final Presentation

Your final presentation counts for 10% of your grade. This will be an opportunity to showcase what you have learned throughout the semester. You can select any one of your four major papers to present on. Your presentation is to last 5-10 minutes. You can show a Power Point, do a demonstration, involve the class, etc. You will be graded on your depth of knowledge with the subject matter and your creativity. All ideas must be submitted and approved ahead of time. I will give you more information on the presentation as we get closer to the end of the semester.

Late Work

It wouldn't be fair to students who handed in their work on time to allow for any late work. Printed papers are collected at the beginning of class, not emailed half way through class. When you turn in work after it has been collected, your grade will drop one percentage point each day that it is late, no exceptions. This means your grade would drop from 100 to 99 if you were to email your paper the evening of the date it was due.

Plagiarism

Plagiarism will not be tolerated, ever. If it is discovered that you have committed plagiarism, you will be reported to the Dean of Students.

Cell Phones

Cell phones need to be silenced and put away. If you are on your phone during class, you will be asked to leave and could be marked absent.

Office Hours

I keep office hours to give you an opportunity to meet with me and discuss your work. If you are struggling with any part of the class, please let me know so that I can help you. I want everyone to be successful!

Extra Credit

There may be opportunities to earn extra credit, however this isn't guaranteed and will be made available at my discretion. The purpose of providing extra credit work is to give those students who experience hardship, academic or otherwise, the opportunity to raise their grade. Extra Credit is not a Plan B for students who procrastinate, skip class, or deliberately turn in work below their standard. Remember, the easiest way to an A is to come to class, do the work on time, and ask for help when you need it!

Course Profile: English 101 – Sample Schedule

Highlighted dates include supplemental attachments on subsequent pages

English 101 Course Schedule

	Class Topics/Agenda:	Assignment Due for Next Class:
Week 1: Wednesday	<ul style="list-style-type: none">• Introductions• Grammar Assessment• Discuss first paper	<ul style="list-style-type: none">✓ Readings on basic composition, sentences & paragraphs✓ Find a quote that inspires you, bring it to class
Week 2: Monday	<ul style="list-style-type: none">• Discuss readings & strong narratives• Share quotes, mapping your narrative• View/read narrative samples in class & discuss• 15 Minute Grammar: Nouns	<ul style="list-style-type: none">✓ Read narrative samples✓ Write a paragraph (at least 150 words) starting with “I was born in...”
Week 2: Wednesday	<ul style="list-style-type: none">• QUIZ: Nouns• Workshop paragraphs• Review successful student papers	<ul style="list-style-type: none">✓ First Draft Memoirs Due – Bring two copies to class
Week 3: Monday	<ul style="list-style-type: none">• Workshop first drafts• Introduction to revision• 15 Minute Grammar: Verbs	<ul style="list-style-type: none">✓ Readings on revision✓ Revise first paragraph of your memoir and bring it to class
Week 3: Wednesday	<ul style="list-style-type: none">• QUIZ: Verbs• Discuss paragraph revisions• Finding your strengths and weaknesses• Return of first drafts with comments	<ul style="list-style-type: none">✓ Final Draft Memoirs Due (use workshop notes, first draft comments & elements of revision we’ve discussed)
Week 4: Monday	<ul style="list-style-type: none">• Turn in Memoirs, volunteer readings• Introduction to thesis & essay organization• 15 Minute Grammar: Fragments	<ul style="list-style-type: none">✓ Readings on essays & formatting✓ Find an essay on a topic that interests you (not from the textbook) & bring to class
Week 4: Wednesday	<ul style="list-style-type: none">• QUIZ: Fragments• Discuss readings & what makes a strong essay• Analyze your essay samples• ‘Source-able’ material	<ul style="list-style-type: none">✓ Read essay samples✓ Bring three possible topics for your Compare/Contrast essay
Week 5: Monday	<ul style="list-style-type: none">• Compare/Contrast demonstration & worksheet• Draft thesis in class, complete worksheet• 15 Minute Grammar: Run-On Sentences	<ul style="list-style-type: none">✓ Create an outline for your essay with a second draft thesis, bring 2 copies to class

Class Topics/Agenda:**Assignment Due for Next Class:**

Week 5: Wednesday	<ul style="list-style-type: none">• QUIZ: Run-On Sentences• Review outlines• Taking a stance and building evidence• Introduction to Sources	<ul style="list-style-type: none">✓ Readings on sources✓ Choose sources✓ Complete first draft Works Cited page, bring 2 copies to class
Week 6: Monday	<ul style="list-style-type: none">• Introduction to quotes and paraphrasing• Discuss Citations• Grammar Review: Weeks 1-6	<ul style="list-style-type: none">✓ Readings on paraphrasing✓ Complete one draft paragraph that includes a quote, paraphrasing, and citation
Week 6: Wednesday	<ul style="list-style-type: none">• QUIZ: Weeks 1-6• Workshop paragraphs• Blending sources with your idea	<ul style="list-style-type: none">✓ First Draft C/C Essay due – Bring two copies to class
Week 7: Monday	<ul style="list-style-type: none">• Workshop first drafts• 15 Minute Grammar: Quotation Marks	<ul style="list-style-type: none">✓ Revise one workshop paragraph, bring two copies to class
Week 7: Wednesday	<ul style="list-style-type: none">• QUIZ: Quotation Marks• Discuss common-denominator errors• Return of first drafts with comments	<ul style="list-style-type: none">✓ Final Draft C/C Essay Due (use workshop notes, first draft comments & elements of revision we've discussed)
Week 8: Monday	<ul style="list-style-type: none">• Turn in C/C essays• Introduction to Persuasive Essay• Sample persuasive material• 15 Minute Grammar: Commas	<ul style="list-style-type: none">✓ Readings on persuasive writing✓ Find an example of a persuasive artifact, not an article, to discuss in class
Week 8: Wednesday	<ul style="list-style-type: none">• QUIZ: Commas• Mid-term grades issued• Discuss persuasive artifacts• Introduction to Voice and Style	<ul style="list-style-type: none">✓ Readings on Authentic Voice✓ Write a persuasive paragraph about your given topic
Week 9: Monday	<ul style="list-style-type: none">• Discuss paragraphs & effective strategies• Introduction to Argumentation• 15 Minute Grammar: Apostrophes	<ul style="list-style-type: none">✓ Readings on debate✓ Bring three current topics that you have a definite stance on
Week 9: Wednesday	<ul style="list-style-type: none">• QUIZ: Apostrophes• Discuss debate & effective strategies• Examine sample debates• Group debate assignment	<ul style="list-style-type: none">✓ E-work with your group for Debate Session

Class Topics/Agenda:**Assignment Due for Next Class:**

Week 10: Monday	<ul style="list-style-type: none"> • Debate Session • 15 Minute Grammar: Colon & Semicolon 	✓ Choose your Persuasive Paper topic, bring two copies of your outline to class
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Week 10: Wednesday	<ul style="list-style-type: none"> • QUIZ: Colon & Semicolon • Review Outlines • Introductions and Conclusions 	✓ First Draft Persuasive Papers Due, bring two copies to class
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Week 11: Monday	<ul style="list-style-type: none"> • Grammar Review: Weeks 1-11 • Workshop drafts 	✓ Continue Revision of Persuasive Essay
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Week 11: Wednesday	<ul style="list-style-type: none"> • QUIZ: Weeks 1-11 • Return of first drafts with comments • Discuss various forms & reasons for writing 	✓ Final Draft Persuasive Essay due
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Week 12: Monday	<ul style="list-style-type: none"> • Introduction to the Research Paper • Brainstorming & Effective Topics 	<ul style="list-style-type: none"> ✓ Readings on Research Papers ✓ Bring three specific topic ideas to class
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Week 12: Wednesday	HOLIDAY BREAK	
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Week 13: Monday	<ul style="list-style-type: none"> • Discuss Audience • Share topics • Draft Thesis in class • 15 Minute Grammar: Subject-Verb Agreement 	✓ Create an outline for your essay with a second draft thesis, bring 2 copies to class
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Week 13: Wednesday	<ul style="list-style-type: none"> • QUIZ: Subject-Verb Agreement • Discuss Outlines, review organization & thesis • Review successful student papers • Presentation Information 	<ul style="list-style-type: none"> ✓ First Draft Research Paper Due, bring two copies to class ✓ Presentation Approvals: Choose what paper you will discuss and what you will be doing
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Week 14: Monday	<ul style="list-style-type: none"> • Discuss Authoritative Voice • 15 Minute Grammar: Adjectives & Adverbs • Presentation Approvals & Scheduling • Exchange drafts to take home 	<ul style="list-style-type: none"> ✓ Edit drafts for your partner ✓ Continue to work on your Research Paper
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Week 14: Wednesday	<ul style="list-style-type: none"> • QUIZ: Adjectives & Adverbs • Editing Day 	<ul style="list-style-type: none"> ✓ Continue to work on your Presentation ✓ Bring a copy of your Second Draft Research Paper to class
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Class Topics/Agenda:**Assignment Due for Next Class:**

Week 15:
Monday

- Grammar Review: Weeks 1-14
- Editing Day, One-on-Ones

✓ Study for Final Grammar Quiz

Week 15:
Wednesday

- QUIZ: Weeks 1-14
- Presentation Day

✓ First Draft Persuasive Papers Due, bring two copies to class

Week 16:
Monday

- Discuss Reflections
- Presentation Day

✓ Final Draft Research Paper Due
✓ Reflection Paragraph Due

Week 16:
Wednesday

- Turn in Final Research Paper & Reflection
- Presentation Day

Lesson Plan for Week 5: Monday

Comparison & Contrast Demonstration & Worksheet

- I. Introduction: We are going to discuss comparison/contrast & do an activity that will help you generate a thesis and prepare you to write your own compare/contrast essay.
 - a. What is Comparison? (Similarities) Contrast? (Differences)
 - b. Sample uses
 - i. Practically - Packing a lunch versus eating out
 - ii. Conversationally - Comparing skiing to snowboarding
 - iii. Personally - Macs versus PCs
 - c. Why Compare & Contrast?
 - i. Outweigh benefits of one thing over another (buying a car, safety features or gas mileage)
 - ii. Help someone else decide/convince (use Travelocity over Expedia)
 - iii. Some things aren't really that different (insurance plan)
 - iv. Academically, comparing books or articles
 - d. Hand out worksheet.
- II. Activity
 - a. Focus: Subject – Here the subjects are already chosen, but in the focus stage it is important to choose two subjects that have enough in common to be usefully compared/contrasted. Consider the topics you've brought with you today.
 - i. "It Happened One Night" Hitchhiking Scene
 - ii. "American Beauty" Cheerleading Scene
 - b. Purpose: Why is this important to the reader?
 - i. Subject 1 = "IHON"
 - ii. Subject 2 = "AB"
 - iii. Purpose/Distinction =
 1. How women's sexuality is handled on film in 1934 vs. 1999
 2. What is considered sexual in 1934 vs. 1999
 3. Men's reaction to sexuality 1934 vs. 1999
 - c. Thesis – Subject 1 + Subject 2 + Purpose = Thesis Statement
 - i. In the films "It Happened One Night" and "American Beauty", Hollywood reveals two very different definitions of sexuality 65 years apart.
 - d. Evidence: Points based on purpose/thesis (are we comparing or contrasting?)
 - i. Similarities
 1. Best Picture Winners
 2. Women 'putting on a show'
 3. Women revealing parts of their bodies
 4. Aware of their sexuality
 5. Men are watching & reacting to them
 - ii. Differences

1. What is being revealed: 1934 = leg; 1999 = (almost) breasts
2. How do the men react: 1934 = shocked; 1999 = amused
3. Tone: 1934 = Comic; 1999 = Serious
4. Context of story: 1934 = Battle of the Sexes; 1999 = Older man/adolescent
5. Context of scene: 1934 = Reality; 1999 = Fantasy

e. Organize Outline

i. Point by Point or Whole by Whole

1. Both introduce subjects (b/g info if necessary) & clearly present thesis
2. PxP = Point 1 = What is being revealed
3. WxW = Sub 1 = IHON, revealed a leg...

ii. Organize sub-points from brainstorming

III. Any Questions???

Compare & Contrast Worksheet

Focus: *Chose two subjects that have enough in common to be usefully linked*

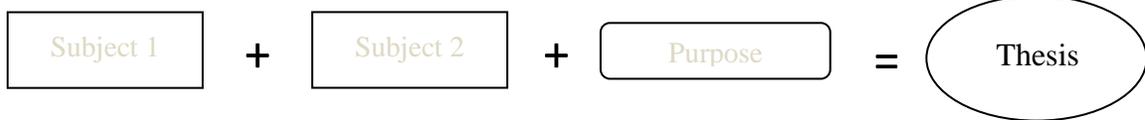
Subject 1

Subject 2

Purpose: *Identify how and why you are comparing/contrasting your subjects for your reader*

I am exploring the similarities/differences between
Subject 1 and Subject 2 because I want the reader to see/feel/observe:

Thesis: *Combine your subjects and your purpose to construct your thesis*



Evidence: *List the points you will make in comparison, contrast, or both*

Compare (Similarities)

Contrast (Differences)

Organization: *Put it all together: Point-by-Point or Whole-by-Whole?*

- I. Introduction & Thesis
- II. Body
 - a. Point One
 - i. Subject 1
 - ii. Subject 2
 - b. Point Two
 - i. Subject 1
 - ii. Subject 2
 - c. Point Three
 - i. Subject 1
 - ii. Subject 2
- III. Conclusion & Thesis

- I. Introduction & Thesis
- II. Body
 - a. Subject 1
 - i. Point 1
 - ii. Point 2
 - iii. Point 3
 - b. Subject 2
 - i. Point 1
 - ii. Point 2
 - iii. Point 3
- III. Conclusion & Thesis

Comparison & Contrast Assignment

Focus: *Chose two subjects that have enough in common to be usefully linked*

Purpose: *Identify how and why you are comparing/contrasting your subjects for your reader*

Thesis: *Combine your subjects and your purpose to construct your thesis*

Evidence: *List the points you will make in comparison, contrast, or both*

Organization: *Put it all together, Point-by-Point or Whole-by-Whole?*

Grading Rubric: Comparison/Contrast Essay

Name:	Due Date:	Title of your Paper:
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Your Comparison/Contrast Essay will be graded in the following categories. Review this rubric as you write and edit your paper. Fill in your name, the due date and the title of your paper. Staple this rubric to your paper after the last page.

THESIS	
5	You have presented a thoughtful, well-researched topic and clearly stated thesis that frames the essay from beginning to end
4	You have a strong thesis that clearly defines your topic
3	You have a central idea, but your exact thesis is somewhat unclear or isn't backed up with specific, focused evidence
2	You have a weak or nondescript thesis statement or cliché topic
1	Your topic or idea is weak, vague, inconsistent, poorly researched, or missing

ORGANIZATION	
5	You have a logically and thoughtfully structured paper that flows well and in a way that benefits and strengthens the thesis
4	You have a well-constructed paper that makes use of topic sentences and transitions
3	Your structure is apparent, but it's either inconsistent throughout or doesn't flow from point to point
2	You use limited organization, you don't transition or employ topic sentences
1	Your paper has little or no structure and/or makes points out of context

CONTENT	
5	Your content is focused, unique, and contains specific details that illustrate and enhance your thesis, few or no wasted words
4	You demonstrate knowledge of your topic with your content and provide clear evidence for your thesis
3	Your content is related to your topic but doesn't support your thesis
2	Portions of your content are off topic, unclear or unnecessary
1	Much of your content contains unrelated information, little to no evidence of your thesis, generalizations or opinions

MECHANICS & STYLING	
5	You've made dynamic word choices and write with authority and expertise, no major spelling or grammatical errors
4	You have minimal grammatical errors but your sentences are strong
3	You have some grammatical/spelling/usage/agreement errors or some awkward or poorly constructed sentences
2	You have some grammatical/spelling/usage/agreement errors and some awkward or poorly constructed sentences
1	More than half of your paper contains mechanical errors, poor sentence structure, and no evidence of proofreading

GRADING		
Category:	Score:	Notes:
THESIS		
ORGANIZATION		
CONTENT		
MECHANICS & STYLING		

15 Minute Grammar: Week 5 – Run-On Sentences

What is it?

A run on sentence strings together two or more independent clauses (sentences) without punctuation.

What does it look like?

“I have a cat she has a dog.”

“She has a dog her mom has a gerbil.”

“The dog is named Spot, he is a Dalmatian.”

When does it happen?

For schoolwork, you might use run-ons in your first drafts, free writes or notes. They also probably pop up in personal emails, blogs/posts/comments, or texts.

What’s wrong with it?

By stringing two strong thoughts together, both sentences become weaker you are confusing the reader. (See?) Your exact idea is clearer with specific, complete sentences.

Why does it happen?

Sometimes we know what we are going to say and need to write it down before we forget. When we do this, we don’t always pay attention to what’s correct. It’s more important for us to keep the thought, and we write it the same way we heard it in our head or the way we would speak it out loud.

Other times we don’t realize that the two independent clauses we’re putting together can stand on their own. We might have also chosen to put two thoughts together because they are related and we wanted the reader to make that connection.

How do I fix it?

- 1) Make two separate sentences. This makes each independent clause stand separately from the other, and each are as important.

“I have a cat. She has a dog.”

- 2) Join the independent thoughts with a comma (,) AND a coordinating conjunction (For/And/Nor/But/Or/Yet/So). Never use a comma by itself; it isn’t strong enough.

“Never use a comma by itself, for it isn’t strong enough.”

- 3) Join the independent clauses with punctuation. Use a semicolon (;) dash (-) or colon (:). The punctuation will affect how your sentence is read.

“The dog is named Spot; he is a Dalmatian.”

“The dog is named Spot – he is a Dalmatian.”

15 Minute Grammar QUIZ: Week 9 – Apostrophes

Choose the correct answer:

- A. I can't get Edwards shoes on.
 - B. I cant get Edwards' shoes on.
 - C. I can't get Edward's shoes on.
 - D. I cant get Edward's shoes on.
-
- A. Its not mine, its' his.
 - B. It's not mine; its his.
 - C. It's not mine, it's his.
 - D. It's not mine; it's his.
-
- A. Havent' you ever heard of fools gold?
 - B. Haven't you ever heard of Fool's Gold?
 - C. Have you never heard of Fool's Gold.
 - D. Haven't you ever heard of fool's gold?
-
- A. Fools' gold is actually pyrite, and it was discovered in the 1800s.
 - B. Fool's Gold is actually Pyrite, and it was discovered in the 1800's.
 - C. Fool's gold is actually pyrite; it was discovered in the 1800s.
 - D. Fools gold is actually pyrite, and it was discovered in the 1800's.
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- A. Sam and Lisa's address is the same as James'.
 - B. Sam's and Lisa's address is the same as James's.
 - C. Sam and Lisa's address is the same as Jameses'.
 - D. Sam's and Lisa's address is the same as James'.

Edit these sentences with apostrophes:

Im afraid I wasnt a part of the FBI's plan to arrest the Joneses.

The childrens favorite song, "The Wheels on the Bus," is also their mothers favorite.

My Dads favorite song is Simon & Garfunkels "Cecilia," but he likes anything from the 60s.

Discussion Map for Week 9: Wednesday

Polite Debate & Debate Strategy

- I. Introduction: We've already discussed persuasion and effective methods of communicating your thoughts or ideas in a convincing way. What do you do when someone is challenging your ideas on the spot? Debate!
 - a. History of Debate: Political/Religious, Serious/Inconsequential
 - b. Sample uses
 - i. Practically – I liked the movie vs. I didn't like the movie
 - ii. Academically – Raising student loan interest rates...
 - iii. Professionally – in the workplace, electronic debates
 - iv. What else?
- II. Let's review the rules of Polite Debate (handout)
 - a. DO:
 - i. Speak clearly in a well-constructed way
 - ii. Remain polite and considerate
 - iii. Speak to your opponent and the audience
 - iv. Wait until your opponent has finished before speaking
 - v. Focus your response directly to your opponent's speech
 - vi. Know your main points and come prepared
 - vii. Dress/fashion yourself appropriately if public
 - b. DON'T:
 - i. Fill your speech with "Um, yeah, like..." or other non-words
 - ii. Ignore what's been said
 - iii. Attack or be aggressive
 - iv. Use opinions or hearsay
 - v. Interrupt your opponent or another speaker
 - vi. Lie
 - vii. Take up more time than you've been given
- III. Let's watch a few minutes of debate and see who does or doesn't follow these rules. Using the handout, take notes and find at least one "Do" and one "Don't"
 - a. Sample 1: CNN Split screen on a topical issue
 - b. Sample 2: Morning Talk Show (The View)
- IV. How or why did the "Do's" make an argument effective? How or why did the "Don'ts" hurt the argument? Discussion in round table – demonstrating polite debate
- V. Logical Fallacies. I will give you an example of a logical fallacy and you tell me what the debater is doing wrong or how the debater is twisting the truth.
 - a. Strawman: I support Student Council = You are a fascist!
 - b. Appeal to emotion: Aww....
 - c. Appeal to nature: We need to drink more bottled water
 - d. Slippery slope: First we give them candy, before you know it...
 - e. Ad hominem: Joe used the bathroom and didn't wash his hands so he must be wrong

- f. Loaded question: What do you like better, guns or knives?
 - g. Bandwagon: Facebook is the best way to keep in touch
 - h. Black or White: If you're not for me, you're against me
- VI. Bring up yourlogicalfallacyis.com
- a. Let's look at some more samples and spot the fallacies:
 - i. Sample 1: Recent Presidential Debate
 - ii. Sample 4: ForAndAgainst.com
- VII. What fallacies did you find? Partner share, then group discussion
- VIII. Any questions???
- IX. Discuss Assignment

The Do's and Don'ts of Polite Debate: How You Say It

DO...

- Speak clearly in a well-constructed way
- Remain polite and considerate
- Speak to your opponent and the audience
- Wait until your opponent has finished before speaking
- Focus your response directly to your opponent's speech
- Know your main points and come prepared
- Dress/fashion yourself appropriately if public

DON'T...

- Be distracting, obnoxious, rude, or bossy
- Slouch, roll your eyes or make gestures
- Ignore your opponent or what's being said
- Fill your speech with "Um, yeah, like" or other fillers
- Attack or be overly aggressive
- Interrupt your opponent or another speaker
- Take up more time than you've been given

Watch sample debates from "The View" and CNN. Find at least one "Do" and one "Don't" from each clip. Think about how the *DO* helps and how the *DON'T* hurts the debater/their argument:

	DO	DON'T
The View		
CNN		

Logical Fallacies: What You're Saying

	What is it?	Who is doing it?
Strawman		
Appeal to Emotion		
Appeal to Nature		
Slippery Slope		
Ad hominem		
Loaded Question		
Bandwagon		
Black or White		

Group Debate Assignment

I will put you in groups of 4. Before class is over, we will vote on the following debate topics or any that you brainstorm. Remember, we need a pro AND a con debate team.

- ✓ College Education should be free
- ✓ Cosmetic surgery should be banned
- ✓ The internet should be censored
- ✓ Illegal downloads should be criminalized
- ✓ All parents-to-be should attend parenting classes
- ✓ Alcohol should be illegal
- ✓ Gambling should be illegal
- ✓ Beauty contests should be banned

Once we assign topics, you will work with your group to develop your stance. Each group will work together electronically to complete the following:

1. Form 4 key points for your argument with evidence (newspaper, internet research, interviews, etc., you must use credible sources)
2. Pick out 4 counterpoints to your argument and decide as a group how you will respond
3. Organize your team by giving someone the lead role. The lead debater will introduce their group and start the debate. The rest of the group will come up with 4 debate questions that the lead will use to get things started.

The Group Debates will last 15 minutes per topic. Each group will have thirty seconds (max) to either ask or respond to a question. I will keep track of time and will bring a sound signal. Once the signal goes off, you can't continue speaking.

Each student must participate (speak) to earn credit. One student must also bring an extra paper copy of the group's point/counterpoint/questionnaire debate plan.

If you have questions, please ask! During debate, I am just a member of the audience.