



INSTITUTE FOR

Excellence in Writing

An effective method for teaching writing skills

Student Writing Intensive Continuation Course Level C

by
Andrew Pudewa
& Jill Pike

Student Book

Second Edition, 2012
Institute for Excellence in Writing, L.L.C.

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SICC Level C

Scope and Sequence

| Lesson | Concepts Presented | Student Handouts | Homework Assignment |
|-----------------|--|--|--|
| 1 (Disc 1) | Style Review Unit IV Summarizing | “Bad Vibes” Article Summary Article Assignment Checklist and Grade Sheet | Summarize three articles into three paragraphs |
| 2 (Disc 1) | Writing from Pictures | Writing from Pictures Model “Chandelier” set of pictures Checklist and Grade Sheet | Write three paragraphs based on picture provided in class Summarize an article in one ¶ |
| 3 (Disc 1) | Writing from Pictures | “Ring Bearer” set of pictures Typing Guidelines Checklist and Grade Sheet | Write three paragraphs based on pictures provided in class Summarize an article in one ¶ |
| 4 (Disc 2) | Greek and Latin word roots “-ed” Sentence Opener invisible “-ing” and “who/which” Rules for Better Writing | Greek and Latin Word Roots Rules for Better Writing Car Pictures Checklist and Grade Sheet | Write three paragraphs based on picture provided (may substitute) Summarize an article in one ¶ |
| 5 (Disc 2) | Basic Essay Model Unit 6: Report from Multiple References Works Cited Instructions | Basic Essay Model Biographical Essay Instructions “Lady of the Lamp” sample essay Sample Works Cited Checklist and Grade Sheet | Begin to write a five-paragraph biographical essay using at least three sources. Include works cited document. Complete the body and works cited and bring them to the next class. |
| 6 (Disc 3) | En and Em Dashes More Word Roots Review Intro/Conclusion | Hyphen, en dash, em dash Greek and Latin Word Roots II | Complete a five-paragraph biographical essay by writing the introduction and conclusion. |
| 7 (Disc 3) | Adjectival and Adverbial Teeter-totters | Adjectival and Adverbial Teeter-totters Checklist and Grade Sheet | Begin to write a five-paragraph biographical essay using at least three sources. Include works cited document. Complete the body and works cited and bring them to the next class. |
| 8 (Disc 4) | More Word Roots | Greek and Latin Word Roots III | Complete a five-paragraph biographical essay by writing the introduction and conclusion. |
| 9 (Disc 3) | Clincher Starters Interview Essay Taking notes during an interview | Clincher Starters Interview Strategy and Questions Symbols and First Letters Checklist and Grade Sheet | Conduct interview and plan essay Summarize an article in one ¶ |
| 10 (Disc 4) | Discuss common writing errors Triple Extensions | Kyoto essay Triple Extensions | Finish Interview Essay |
| 11 (Disc 4) | Event Essay | Event Essay Ideas and Plan Checklist and Grade Sheet | Choose subject and begin research for six to seven ¶ Event Essay |
| 12 (No Disc) | No Disc Work on Event Essay in class | None | Continue Event Essay |
| 13 (No Disc) | No Disc Work on Event Essay in class | None | Finish Event Essay |
| 14 (Disc 5) | Imitation in Style | Three Aesop fables “The Sycophantic Fox” “Jack and the Beanstalk” Assignment and Grade Sheet | Write a fable in the style of Carryl or Garner Summarize an article in one ¶ |
| 15• (Disc 5) | Imitation in Style | “Tom Whitewashes the Fence” Assignment and Grade Sheet | Write a fable in the style of Twain Summarize an article in one ¶ |
| 16• (Disc 5) | Imitation in Style | Excerpt from <i>A Christmas Carol</i> Shakespeare Sample Assignment and Grade Sheet | Write a fable in the style of Dickens or author of student’s choice Summarize an article in one ¶ |

SICC-C Scope and Sequence Continued

| Lesson | Concepts Presented | Student Handouts | Homework Assignment |
|------------------|--|---|--|
| 17 (Disc 6) | Persuasive Essay Model | Persuasive Essay Model Assignment and Grade Sheet | Write a persuasive essay on the topic of your choice (may be topic outlined in class) |
| 18* (Disc 6) | Using and formatting quotations | Lead-ins Footnotes & Bibliography (four pages) J.R.R. Tolkien article Persuasive Topic Suggestions Assignment and Grade Sheet | Begin a persuasive essay on the topic of your choice. You will need to include quotations and footnotes. |
| 19* (Disc 6) | Examine a sample essay with quotations and footnotes | “Women Warriors” Essay | Finish your persuasive essay on the topic of your choice including quotations and footnotes. |
| 20 (Disc 7) | Review quotation rules Review duals and triples | Additional Assignment Persuasive Essay Checklist and Grade Sheet | Begin a persuasive essay on the topic of your choice with quotations and footnotes. |
| 21 (Disc 7) | Letter to the Editor | Letters to the Editor from three different publications | Finish the persuasive essay. |
| 22 (Disc 7) | Letter to the Editor | Letters to the Editor from three different publications Assignment and Grade Sheet | Write a letter to an editor Summarize an article in one ¶ |
| 23 (Disc 7) | Super Essay Introduction | Super Essay Model Assignment and Grade Sheet | Write a letter to an editor Choose Super Essay topic Summarize an article in one ¶ |
| 24 (Disc 8) | Super Essay instructions Outlines and documentation | Expanded and Super Essay Models Footnoting and Quoting “The Three F’s of Norway” Sample Super Essay Outline Composition Checklist and Grade Sheet | Conduct research for super essay |
| 25 (Disc 8) | Review of sample essay Review of note-taking | Model of the Super Essay: “Marvelous Bananas” Super Essay Sample: “Food Throughout American History” | Outline your super essay |
| 26* (No Disc) | No Disc. Go over student outlines and discuss | None | Begin Writing Super Essay |
| 27* (Disc 8) | Review Super intro/conclusion | None | Finish the Super Essay |
| 28 (Disc 9) | College Application Essays | Personal Essay Writing (four pages) Personal Essay Writing Checklist | Write a personal essay using one of the MIT or Cornell prompts Article Assignment |
| 29 (Disc 9) | College Application Essays Review for Final Exam | Sample Personal Essays Personal Essay Writing Checklist and Grade Sheet | Write a personal essay using one of the Common Application or Miscellaneous prompts Article Assignment |
| 30 (Disc 9) | Final Exam | Common Goofs Final Exam | This is a timed exam. Be sure your students know they need to pace themselves |
| 31 (No Disc) | Optional Lesson Unit 3-5 Review | Fiction Review Grade Sheet | Write three paragraphs using the Story Sequence or Writing from Pictures models using your studies as a source |
| 32 (No Disc) | Optional Lesson Unit 6 or 8 Review | Essay Review Grade Sheet | Write a five-paragraph Report or Essay using your studies as a source |

Options for reducing the number of lessons:

* When two consecutive lessons are starred, it means that they can be combined into one lesson with only one homework assignment. (Use the second assignment, and discard the first assignment in the two lessons.)

Student Writing Notebook

Contents

Key Ideas Page
Stylistic Techniques
Adverb List
Prepositions/Clausal Starters
Adverbs for Essays
Banned Words List – Verbs
Banned Words List – Adjectives
Story Sequence Chart
Essay Models

Note: The original *Student Writing Intensive* binder pages listed at left were printed on colored paper. Those original colors are printed in the upper right hand corner of each page for reference.

Instructions

If your student completed one of the *Student Writing Intensive* courses, then you can simply continue to use that notebook. If not, or if your SWI notebook is beyond repair, purchase a one-inch three ring binder (with a clear plastic sleeve on the front for the title page) and one set of five-tab dividers

If you are building a new notebook, label your five dividers as follows:

| | | | | |
|---------------------------|-----------------------|-------------------|--------------|--------------|
| Models/Sources Checklists | Outlines/Compositions | Structural Models | Style Charts | Banned Words |
|---------------------------|-----------------------|-------------------|--------------|--------------|

Insert the 9 pages to follow into your notebook as described below.

Place the “Key Ideas” page right in the front of the binder (before the tabs). Alternatively, it can be kept in the front of the “Structural Models” section.

| | |
|---------------------------|---|
| Models/Sources Checklists | Use this area for all new handouts, outlines, models, checklists, etc. that are currently being worked on. |
| Outlines/Compositions | Place graded, completed work here. You may want to instruct students regarding what to save (the finished work only, perhaps a grading sheet or outline) and what to discard (old models, outlines, 1 st drafts, etc.). |
| Structural Models | Place the “Key Ideas Page” here, or place it in the front of the tabs. Place the “Story Sequence Chart” and “Essay Models” here. As more structural posters are given to your student in a lesson, add them to this section. Some of the models to keep here would be: Story Sequence, Writing from Pictures, Essay Model, etc. |
| Style Charts | The “Stylistic Techniques” page abides here along with all style lists (-ly, prepositions, etc). |
| Banned Words | Put the “Banned Words” sheets behind this tab. For your convenience, the banned word pages included here have the banned words and substitute suggestions from the SWI-C. |

Note: Some *Student Writing Intensive* binders had “Current Work” and “Completed Work” for the first two tabs. Those tabs work just as well, since that is actually how the notebook ends up being sorted.

The rest of this document contains all the student handouts to use with the DVDs. You may keep these in a folder and hand them out as you need them, or create another divider to keep them all in the notebook.

Student Name: _____

SICC-C First Half Grade Summary

| Lesson Number | Current Events ¶ * | Lesson Assignment | Lesson Points Achieved | Total points possible | Percent |
|--|--|-----------------------------|------------------------|-----------------------|---------|
| 1 | | 3 Current Events Paragraphs | | 63 | |
| 2 | | 3¶ Writing from Pictures | | 63 | |
| 3 | | 3¶ Writing from Pictures | | 63 | |
| 4 | | 3¶ Writing from Pictures | | 63 | |
| 5 | | 5¶ Biographical Essay | | 100 | |
| 6 | | | | | |
| 7 | | 5¶ Biographical Essay | | 100 | |
| 8 | | | | | |
| 9 | | 5¶ Interview Essay | | 105 | |
| 10 | | | | | |
| 11 | | 6–7¶ Event Essay | | (Circle one) | |
| 12 | | | | 6¶ 126 | |
| 13 | | | | 7¶ 145 | |
| 14 | | Imitation of Style | | 26 | |
| 15 | | Imitation of Style | | 26 | |
| 16 | | Imitation of Style | | 26 | |
| Total points for Current Events paragraphs | | | | 160 | |
| First Half Grade | Add up the total percentage points and divide by the number of lessons completed (12 if you did them all). | | | | Total |
| | | | | | /12 |

If you decide to skip any assignments, simply cross them out.

*Note: Current Events paragraphs are due every week. They are worth 20 points each: 10 points for being on time, 10 points for less than three spelling or grammar errors.

Student Name: _____

SICC-C Second Half Grade Summary

| Lesson Number | Current Events ¶ * | Lesson Assignment | Lesson Points Achieved | Total points possible | Percent |
|--|--|------------------------------------|------------------------|-------------------------|---------|
| 17 | | 5¶ Persuasive Essay | | 100 | |
| 18 | | 5¶ Persuasive Essay | | 110 | |
| 19 | | | | | |
| 20 | | 5¶ Persuasive Essay | | 110 | |
| 21 | | | | | |
| 22 | | Letter to Editor | | 50 | |
| 23 | | Letter to Editor | | 50 | |
| 24 | | 12–16¶ Super Essay | | (Circle one) 12¶ 240 | |
| 25 | | | | 13¶ 255 | |
| 26 | | | | 14¶ 270 | |
| 27 | | | | 15¶ 285 16¶ 300 | |
| 28 | | College Application Essay | | 40 | |
| 29 | | College Application Essay | | 40 | |
| 30 | | Final Exam | | 100 | |
| 31 | | Fiction Review Unit 3–5 Writing | | (80) | |
| 32 | | Essay Review Essay Writing | | (100) | |
| Total points for Current Events paragraphs | | | | 80 | |
| Second Half Grade | Add up the total percentage points and divide by the number of lessons completed (12 if you did them all). | | | | Total |
| | | | | | +12 |

If you decide to skip any assignments, simply cross them out.

*Note: Current Events paragraphs are due every week. They are worth 20 points each: 10 points for being on time, 10 points for less than three spelling or grammar errors.

The Essay Model

I. Introduction

1. Attention – dramatic (strong image or feeling, humor)
2. Background information (time, place, context)
3. State three topics (three topic words bold or highlighted)
(NO clincher because it has no topic!)

Decoration

Question
3 sss
Simile/Metaphor
Alliteration
Quotation

II. Topic 1

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Clincher

III. Topic 2

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Clincher

IV. Topic 3

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Clincher

Body

Make all
paragraphs
about the
same length.

V. Conclusion

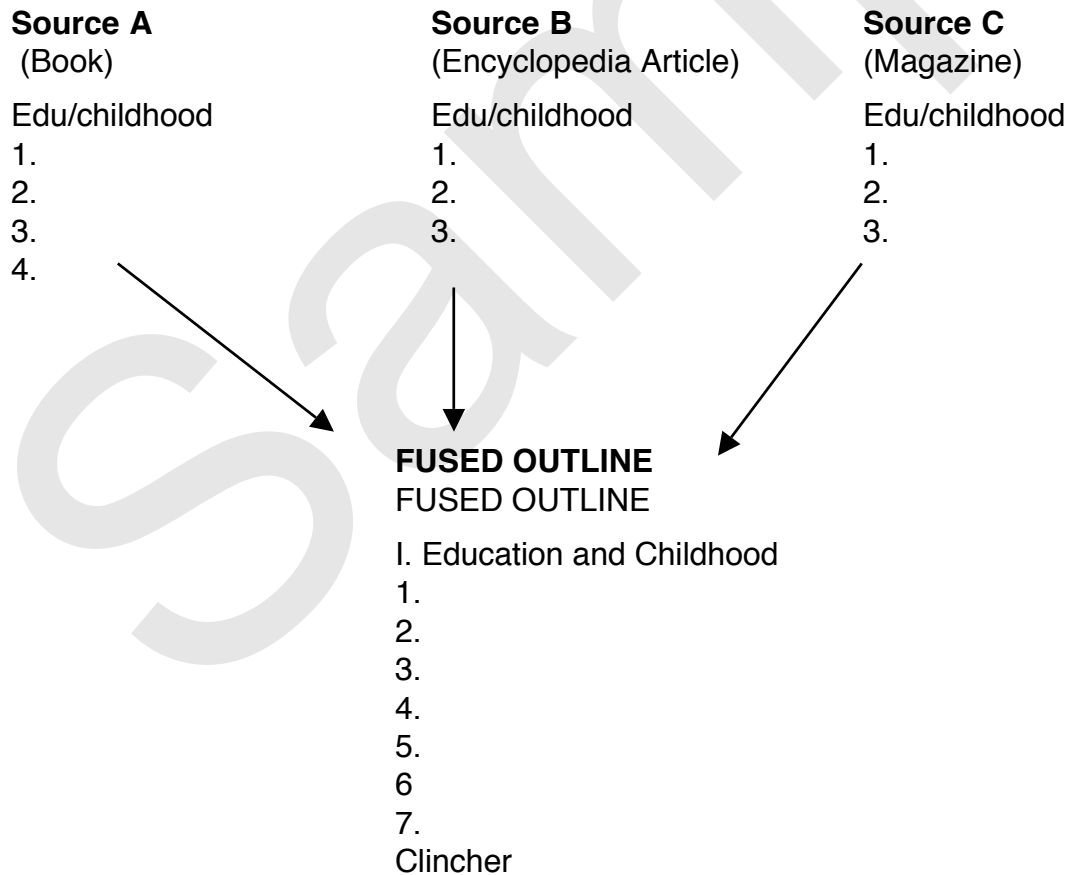
1. Re-state the three topics (highlight topic key words)
2. Most significant and why
3. NO Clincher, but last sentence is used to make the title.

- Brainstorm topics; choose three that relate to one another.
- Work on one paragraph at a time, start to finish.
- Find three to five interesting or important facts per source. You can find more or less as needed.
- Try to make all the paragraphs the same length (roughly).

SAMPLE PEOPLE AND TOPICS

| | | |
|---|--|--|
| <u>Franklin</u> Child Inventor Old man Firefighter Publisher France | <u>Washington</u> boy president family Mt. Vernon Colonel | <u>Florence Nightingale</u> education and childhood fighting in the war career in school of nursing |
|---|--|--|

SAMPLE COLLECTION OF FACTS ON ONE TOPIC
RELATED TO FLORENCE NIGHTINGALE



LADY OF THE LAMP

by Erin

On a cool spring morning amid the beautiful arches and rivers of Florence, Italy, a newborn baby cried and cooed. Florence Nightingale, named for the city of her birth, would become one of the most compassionate, caring, and considerate women ever to face a battlefield. She heard God calling her and determined to become educated so that she might do His will in her life. During the Crimean War she became the champion of the wounded and sick soldiers. After the war she continued to serve her country and established a School for Nursing in London. She would be known as “The Lady of the Lamp” to the soldiers she would one day care for.

On Feb. 7, 1837, when Florence was 17 years of age, she believed she heard the voice of God calling her. She knew He had given her a mission, possibly to help people, but it was not until nine years later she would discover what that mission was. Being born into a sophisticated and reputable family, she unfortunately could not work in a hospital as she so desired. She soon wanted more freedom. Florence, who consoled herself by reading about public health and different hospitals, soon became well versed in the subject. While her friends insisted that she was an expert on the matter, she considered herself to be only a young woman following God's call. In 1844 one of her friends brought her some literature about a nursing school in Kaiserswerth, Germany. Finally, with her parents' consent she joined, with an enthusiasm that would not die, the Protestant Nursing School in Germany. Four years later she had finished the course and had obtained the position of Superintendent of Nurses in a women's hospital in Paris in 1853. So the sweet baby of Florence, Italy, grew up into a charming, God-fearing woman.

The Crimean War broke out. In March, 1854 she prayed that she would be able to lead a team of nurses to Constantinople where she would be able to fulfill God's call. Florence only asked to take a mere three nurses to accompany her, but out of care for his long-time friend, the Secretary of War, Sidney Herbert, insisted upon her taking more. As Florence and her company of nurses stepped off the boat and walked into the monastery which had been converted into a hospital, horror met tired eyes. Men who were lying on the ground amid a sea of rats and fleas cried out for her to help them. Florence found some meager supplies and set to work. She chose several men who were well enough to clean, gave them some brushes, and set them to work tidying up the stench-filled hospital. Several days after they arrived, Florence started to write letters demanding more bandages, food, and cots for these gallant and homesick men who lay dying in such horrible conditions. Doctors

grumbled and complained, saying that they "disliked the dictatorship of a woman." Surprisingly, after they saw the order and cleanliness of the hospital and the high morale of the soldiers, they realized that they were wrong in what they had said and willingly supplied all of Florence's demands. At night when the firing died down, Florence would walk among the men with a lantern in one hand and would comfort and encourage them. They were lonely for mothers, wives, and sweethearts, but when she would speak to them, her words seemed like sweet drops of honey to them. It was during this war she became known as "The Lady of the Lamp."

Finally the horrible war ended, and the Lady of the Lamp returned to her tranquil home in London, England. When the people, who were extremely excited and exhilarated, heard of her return, they held celebrations in her honor. But Florence, ever humble and unassuming in her actions, chose not to attend them. Still weak from a previous illness, she withdrew and rested quietly in her house in the heart of London. Being unable to go to the public, the public came to her. Influential people, such as governors, authors, and courtiers, came to her for advice. Florence instigated the formation of the Royal Commission of Health for the Army in 1857, which greatly improved the living conditions of British soldiers by giving them better rations and housing. In addition to her work in the army, she started the Nightingale School for Nursing. The King bestowed upon Florence the highest award of all, the British Order of Merit, and to add to that glorious honor, she was the first woman ever to receive it. Grievously, as years passed they began to take their toll on Florence. She soon completely lost her eyesight. The King offered her a formal burial in Westminster Abbey, but Florence refused. She wanted to be buried in the family cemetery. The arrival of August 13, 1910, was met with tears and bitter sorrow as six British soldiers carried Florence to her final resting place. The entire country of England had already begun to miss their Lady of the Lamp.

Florence Nightingale was surely one of the most remarkable women of her time. From when she first heard the call of God, through her arduous years of war, and to the universal acclaim of her countrymen, Florence never wavered in her unceasing devotion to better the conditions of her fellow men. Most significantly, she rose above the limitations of her sex without ever losing the tremendous power of her nurturing, feminine nature. Being the first woman to receive the highest honor offered in England, she unknowingly became a role model for many generations of young women and permanently ennobled the profession of nursing. Florence Nightingale was indeed a lady whose lamp still shines one hundred years later.

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Composition Checklist

Write a five-paragraph biographical essay.
 (You have two lessons to complete this assignment.)

Three Body Paragraphs and Works Cited Due Date: _____

Final Draft with Introduction/Conclusion Due Date: _____

- Composition is 1.5 spaced, serif font, 12 point
- Dress-ups marked with underline (one of each)
- Sentence Openers are marked in margin or in brackets in front of each sentence: []
- Topic and Clincher sentences repeat or reflect 2-3 key words (bold or highlighted)
- Introduction & Conclusion state key words for each topic (bolded)
- Title repeats key words of final sentence or last sentence in introduction
- Decorations marked with italics

| Dress-ups (middle) | I | II | III | IV | V |
|--|---|----|-----|----|---|
| “-ly” adverb | | | | | |
| “who/which” clause | | | | | |
| strong verb | | | | | |
| quality adjective | | | | | |
| when, while, where, as, since, if, although, because | | | | | |

| Sentence Openers (first word) | I | II | III | IV | V |
|--------------------------------------|---|----|-----|----|---|
| subject | | | | | |
| prepositional | | | | | |
| “-ly” (first) | | | | | |
| “-ing,” | | | | | |
| clausal | | | | | |
| V.S.S. (2–5) | | | | | |

| Decorations: | I | II | III | IV | V |
|------------------------------|---|----|-----|----|---|
| One decoration per paragraph | | | | | |

General:

| | |
|--------------------|---------|
| Turned in on time | ___ (3) |
| Title centered—top | ___ (1) |
| Name under title | ___ (1) |
| Font/Spacing | ___ (1) |

Indicators:

| | |
|-------------------------------|---------|
| Dress-ups underlined | ___ (2) |
| Sentence Openers numbered | ___ (2) |
| Topic/Clincher key words bold | ___ (2) |

Dress-ups:

| | |
|--------------------|-----------------------------------|
| “-ly” adverb | ___(1) ___(1) ___(1)___(1) ___(1) |
| “who/which” (inv.) | ___(1) ___(1) ___(1)___(1) ___(1) |
| strong verb | ___(1) ___(1) ___(1)___(1) ___(1) |
| quality adjective | ___(1) ___(1) ___(1)___(1) ___(1) |
| adverbial clause | ___(1) ___(1) ___(1)___(1) ___(1) |

Openers Minimum Rule: ___(5) ___(5) ___(5) ___(5) ___(5)

Decoration (different each ¶) ___(2) ___(2) ___(2) ___(2) ___(2)

Topic/Clincher ___(2) ___(2) ___(2)

Spelling < 3 errors/¶ ___(1) ___(1) ___(1) ___(1) ___(1)

Introduction: Attention ___(1)

Background ___(2)

Topics ___(3)

Conclusion: Restate Topics ___(3)

Most Sign. & Why ___(3)

Works Cited ___(5)

Total Score: _____ out of 100 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please

Super Essay 12–17 paragraphs

| | |
|-------|--|
| I. | Super Introduction |
| II. | I. Intro Essay 1 (3–5 topics) V. Conclusion |
| III. | |
| IV. | |
| V. | |
| VI. | |
| VII. | I. Intro Essay 2 (3–5 topics) V. Conclusion |
| VIII. | |
| IX. | |
| X. | |
| XI. | |
| XII. | Super Conclusion |

| |
|--|
| <p><u>Possible Subjects</u></p> <p>History</p> <ul style="list-style-type: none"> • People • Events • Places <p>Science</p> <ul style="list-style-type: none"> • Discoveries • Theories • People (Tesla/Edison) <p>Theology</p> <p>Current Issues</p> <ul style="list-style-type: none"> • Abortion (mother’s health—physical/psychological, scientific info) • Cloning • Vital organ donation • Middle East • Recycling <p>Literature</p> <ul style="list-style-type: none"> • Compare • Techniques |
|--|

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|---|
| <p><u>Plan for Writing a Super Essay</u></p> <p>Task 1: Subject and Research Create “Works Cited” page</p> <p>Task 2: Topics</p> <p>Task 3: Write body paragraphs</p> <p>Task 4: Sub-Intro/Conclusion</p> <p>Task 5: Super Intro/Conclusion</p> |
|---|

| |
|--|
| <p><u>Expanded Topics</u></p> <p>Introduction</p> <p>Topic A¹</p> <p>Topic A²</p> <p>Topic B</p> <p>Topic C¹</p> <p>Topic C²</p> <p>Topic D¹</p> <p>Topic D²</p> <p>Topic D³</p> <p>Conclusion</p> |
|--|

Your Name: _____

Bring to class next lesson:

A one-paragraph summary of an article or chapter section, no style requirement.

A letter you have written to the editor of a magazine or newspaper of your choice.

Actual letter attached—original mailed on date: _____

The name of the publication you sent your letter to: _____

The purpose of your letter (pick one below)

- Comment on article
 - agree
 - disagree
 - contribution to
- Interesting/Valuable
- Comment on issue
 - support for your magazine
 - Thank you
- Entertain
- Advertisement

If your letter is commenting on something in the magazine or newspaper, attach the original article.

Pick a subject for your super essay and find at least one reference (book or magazine—preferably more!) for that topic. Subject: _____

Letter to the Editor Grade Sheet

| | |
|---------------------------|-------------------|
| Completed on time | ___ (10) |
| Included publication name | ___ (10) |
| Included purpose | ___ (10) |
| Attached the letter | ___ (10) |
| Mailed the letter | ___ (10) |
| Total points | ___ (50 possible) |
| Percentage | ___ |

Summary Paragraph Grade Sheet

| | |
|-----------------------------|----------|
| Turned in on time | ___ (10) |
| < 3 spelling/grammar errors | ___ (10) |