

Instructor's Manual

Blueprints for Writing Building Essays

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Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

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* Available on the Instructor’s Companion Website: Instructor’s Manual to accompany Appendixes

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- **Appendix II: Incorporating Research**
- **Appendix III: Practical Writing: Essay Tests, Cover Letters, and Resumes**

Preface to Instructor's Manual

Blueprints for Writing is a bridge book to teach students the fundamentals of college writing. More and more college freshmen are arriving for classes having never written an essay in high school. As educators, we must “meet them where they are,” and fill in the gaps before holding them accountable. The first nine chapters of the text are the product of multiple years in the classroom, teaching both developmental writing and English Comp. I and II. They break down the writing process into interconnecting parts, useful for both the developmental and the more experienced writer who simply wants to improve. Furthermore, as college instructors, part of our job is to teach students to think. Thus, we must challenge them to think critically as they improve their writing skills. *Blueprints* contains many professional readings to give students fodder for developing and expressing their critical opinions in writing. In addition, this text walks the student through the steps of annotating a text, planning an essay based on a reading, and writing from a source without plagiarizing.

Blueprints can be used as a text for a higher-level developmental course, a Comp. I course, or an ALP course. ALP is an acronym for Accelerated Learning Program, a program developed by educator Peter Adams, in which developmental students are mainstreamed into a Comp. I course while taking a three hour “help” course in which assignments are designed to help students in their Comp. I class. Following are three sample syllabi: one for a developmental course, one for a standard Comp. I course, and one for an ALP course.

Sample Syllabus for a Developmental Course

Week 1

Day 1-----Go over syllabus; have the students write a paragraph about themselves, describing one of their characteristics.

Day 2----- Chapter 1-----Overview of the essay
Go over color-coded essay, assuring students that all will fall into place in due time.

Day 3-----Ask the four questions to come up with a writing topic. Have students jot down what comes to mind. Spend the rest of the period discussing free-writing, clustering, and asking reporter's questions.

In addition to above assignments, have students work through Chapter 23---Nouns and Pronouns.

Week 2

Day 1-----Chapter 2-----Introduce thesis and simple blueprint and stress the importance of having a strong critical opinion.

Put students in groups of three, assigning each group the same thesis with the instructions to compose "why," "how," and "when" simple blueprints.

Day 2-----Students work on parallelism with regard to thesis and simple blueprint.

Day 3-----more work on thesis and simple blueprint; pass out Essay Blueprint form and have students compose the thesis and simple blueprint for their first essay.

In addition to above assignments, have students work through Chapter 24---Verbs.

Week 3

Day 1-----Chapter 3-----Introduce topic sentence; students write the three topic sentences for their first essay on their Essay Blueprint.

Day 2-----Chapter 4-----Introduce and practice types of support.

Day 3-----Students plan the support for their first essay on their Essay Blueprint.

In addition to above assignments, have students work through Chapter 25---Adjectives and Adverbs.

Week 4

Day 1-----Show the students how to set up a paper in MLA form; students begin writing the body of their first essay.

Day 2-----Put students in groups for peer review; students read their papers aloud, and group members evaluate quality and depth of support.

Day 3-----Chapter 5----Introduce coherence and have students evaluate their essays for coherence, adding in transitions, reminders, and more detailed support as needed. Have students underline their transitions and bold or circle their reminders.

In addition to above assignments, have students work through Chapter 26---Prepositions.

Week 5

Day 1-----Chapter 6---Discuss unity. Have students exchange papers and check for disruptions of unity.

Day 2-----Chapter 7---Discuss and have students practice different types of motivators. Students compose their introductions for their essays.

Day 3-----Chapter 8---Discuss and have students practice concluding paragraphs.

In addition to above assignments, have students work through Chapter 29---Subject—Verb Agreement.

Week 6

Day 1---Chapter 9----Discuss revising, editing, and proofreading. Students exchange papers and offer suggestions. Set up one-on-one conferences with each student to discuss paper revisions.

Day 2-----More peer review and students working on revising, editing, and proofreading in class.

Day 3-----Paper due. Go over Chapter 39 in class---Eliminating Second Person and the Awkward use of *One*.

Week 7

Day 1---Choose a mode. I like to go with cause/effect (Chapter 16) because it lends itself easily to a simple blueprint, and developing writers need to master the simple blueprint before attempting to move beyond it. Introduce the mode in class and look at the student examples. Tell students to come to class the next class period with an Essay Blueprint for their next paper.

Day 2---Look over students' Essay Blueprints for cause/effect essay; students work in class.

Day 3---Give back first essay and spend class period addressing students' questions.

In addition to above assignments, have students work through Chapter 30---Sentence Fragments.

Week 8

Day 1---Students work in class on cause/effect paper.

Day 2--- Workshop students' papers, focusing on one particular aspect, such as bridging from the motivator to the thesis and simple blueprint. Put several students' introductory paragraphs on the board and critique them. Demonstrate how to bridge from the motivator to the thesis and simple blueprint by pulling threads out of both and knitting them together, enlisting help from the class.

Day 3---Students work on revising and editing second essay in class.

Week 9

Day 1---Cause/Effect paper due. Work in class on Chapter 40---Easily Confused Words.

Day 2---Begin another mode. I like to do comparison/contrast (Chapter 15).

Day 3---Spend class period evaluating students' Essay Blueprints.

In addition to above assignments, have students work through Chapter 31---Run-On Sentences.

Week 10

Day 1---Give back cause/effect paper. Spend class period addressing students' questions.

Day 2---Students work on comparison/contrast papers.

Day 3---Peer review and workshop students' papers.

In addition to above assignments, have students work through Chapter 34---Commas.

Week 11

Day 1---Comparison/contrast paper due. In class, work through Chapter 41---Types of Sentences. Assign Chapter 19 in preparation for the next class period. Have students annotate "Sex Ed."

Day 2---Put students in groups and have them write theses and simple blueprints responding to "Sex Ed" based on the Your Turn writing prompts, Ex. A and B on p.308. Assign Swerdlow's "Changing America" (Chapter 20) , and tell students to annotate it for the next class period.

Day 3---Go over the Essay Blueprint and the sample body paragraph covering Swerdlow. Tell students to write the rest of the essay.

Week 12

Days 1, 2, and 3---Look at what students have written. Spend the week helping them revise.

In addition to above assignment, have students work through Chapter 42---Varying Your Sentence Structure by Combining Sentences.

Week 13

Day 1---Swerdlow paper due. Return comparison/contrast paper and spend class time addressing students' questions.

Day 2---Begin reading Chapter 21---Drawing from Two Sources: Deborah Tannen's "Sex, Lies, and Conversation: Why Is It So Hard For Men and Women to Talk to Each Other?" and excerpt, "Speaking Different Languages," from John Gray's *Men Are from Mars, Women Are from Venus*. Have students read and annotate both selections.

Day 3---Have students respond to writing prompts over Tannen and Gray at end of Chapter 21 by placing them in groups and asking them to come up with theses and simple blueprints. Tell students to pick a thesis and simple blueprint and to plan an Essay Blueprint for the next class period.

Week 14

Day 1---Look over students' Essay Blueprints and tell them to begin writing.

Day 2---Students work in class.

Day 3---Students work in class.

Week 15

Days 1, 2, and 3--- students work on revising, editing, peer reviewing, and proofreading essay covering Tannen and Gray, their final paper.

Sample Syllabus for Comp. I

Week 1

Day 1-----Go over syllabus; have the students write a paragraph about themselves, describing one of their characteristics.

Day 2----- Chapter 1-----Overview of the essay
Go over color-coded essay, assuring students that all will fall into place in due time.

Day 3----- Chapter 2-----Introduce thesis and simple blueprint and stress the importance of having a strong critical opinion.

In addition to above assignments, have students work through Chapter 23---Nouns and Pronouns.

Week 2

Day 1----- Put students in groups of three, assigning each group the same thesis with the instructions to compose “why,” “how,” and “when” simple blueprints.

Day 2-----Students work on parallelism with regard to thesis and simple blueprint; pass out Essay Blueprint form and have students compose the thesis and simple blueprint for their first essay based on a prompt.

Day 3----- Chapter 3-----Introduce topic sentence; students write the three topic sentences for their first essay on their Essay Blueprint; Chapter 4-----Introduce types of support; tell students to plan the support for their first essay on their Essay Blueprint.

In addition to above assignments, have students work through Chapter 24---Verbs.

Week 3

Day 1----- Show the students how to set up a paper in MLA form; students begin writing the body of their first essay.

Day 2----- Chapters 5 and 6-----Discuss unity and coherence and have students evaluate their essays for unity and coherence, adding in transitions, reminders, and more detailed support as needed. Have students underline their transitions and bold or circle their reminders.

Day 3----- Chapters 7 and 8---Discuss introductions and conclusions. Have students write three different motivators for their essay, due next class period.

In addition to above assignments, have students work through Chapter 25---Adjectives and Adverbs.

Week 4

Day 1----- Put students in groups for peer review; students choose most effective motivators, and group members evaluate quality and depth of support.

Day 2----Students work in class on revising, editing, and proofreading (Chapter 9).

Day 3-----First essay due. Introduce a mode, either narrative or descriptive (Chapter 10 or 11).

In addition to above assignments, have students work through Chapter 26---Prepositions.

Week 5

Day 1-----Evaluate students' Essay Blueprints; students work in class.

Day 2----Peer review of second essay.

Day 3----Second essay due.

In addition to above assignments, have students work through Chapter 29---Subject—Verb Agreement.

Week 6

Day 1---Discuss Chapters 19 and 20; have students annotate Swerdlow's "Changing America."

Day 2-----Students choose a writing prompt over Swerdlow and plan an essay; look at MLA documentation in the appendix.

Day 3----Workshop Swerdlow paper in class.

In addition to above assignments, have students work through Chapter 39 ---Eliminating Second Person and the Awkward use of *One*.

Week 7

Day 1---Essay covering Swerdlow due; begin discussing Chapter 22---Writing about a Complex Reading.

Day 2---Discuss King's "Letter from Birmingham Jail" in detail.

Day 3---Put students in groups and have them generate answers to the writing prompts over King; evaluate responses and tell students to write an Essay Blueprint.

In addition to above assignments, have students work through Chapter 30---Sentence Fragments.

Week 8

Day 1---Work on King essay in class.

Day 2----Workshop students' papers, focusing on one particular aspect, such as bridging from the motivator to the thesis and simple blueprint. Put several students' introductory paragraphs on the board and critique them. Demonstrate how to bridge from the motivator to the thesis and simple blueprint by pulling threads out of both and knitting them together, enlisting help from the class.

Day 3----Students work on revising and editing King essay in class.

In addition to above assignments, have students work through Chapter 31---Run-On Sentences.

Week 9

Day 1---King essay due. Begin another mode. I like to do comparison/contrast (Chapter 15); choose two readings from the appendix, such as Dick Gregory's "Shame" and Maya Angelou's "Graduation," and have the students compare and/or contrast the stories based on a theme such as prejudice. Another idea is to choose one reading from the appendix, such as Goddard's "Cyber Bullying" and have students compare their experiences with those of the author.

Day 2--- Students work on Essay Blueprints during class, evaluating each other's work.

Day 3---Workshop students' papers in class.

In addition to above assignments, have students work through Chapter 34---Commas.

Week 10

Day 1---Comparison/contrast paper due. Discuss Chapter 14---Definition. Assign a reading from the appendix.

Day 2---Discuss the reading. Have students define a concept from the reading. Students work on Essay Blueprints in class.

Day 3---Peer review and workshop students' papers.

In addition to above assignments, have students work through Chapter 32---Pronoun Case, Agreement, and Reference.

Week 11

Day 1---Definition paper due. Discuss Chapter 18---Persuasion.

Day 2---Put students in groups and have them brainstorm controversial subjects, coming up with critical opinions.

Day 3---Students evaluate each other's Essay Blueprints and present theses to class.

Week 12

Days 1, 2, and 3---Students explore sources for persuasion paper; have them find three possible sources.

Week 13

Day 1---Go over research appendix.

Day 2---Students evaluate their sources and begin writing.

Day 3---Students work in class.

Week 14

Day 1---Workshop students' papers.

Day 2---Workshop students' papers.

Day 3---Students work in class on revising, editing, and proofreading.

Week 15

Days 1,2, and 3--- Paper due and prepare for final exam.

Sample Syllabus for ALP (Accelerated Learning Program) with support from Aplia (also includes having students read a short nonfiction book)

Weekly Schedule

Week 1

M---ALP---Go over syllabus and register for Aplia in lab and begin first assignment.

T---ENGL--- Go over Comp. I syllabus and register for Aplia in lab (ALP work on assignments for

Aplia); assign Chapter 19- Reading Critically and Responding to a Prompt (page 296)

R--- ENGL Discuss Ch. 19; Read and annotate “Sex Ed”,(page. 305) and tell students to write a paragraph responding to this essay.

F---ALP Workshop paragraph in class.

Week 2

M---ALP Chapters 1 (page 4) and 2 (page 22) - Overview of Writing Process; focus on and practice thesis and blueprint.

T---ENGL Students turn in paragraphs. Brief overview of writing process, thesis and blueprint, topic sentence and support Chapters 1–4.

R---ENGL; Writing assignment should be introducing the theme or overarching concept for course/nonfiction work (work it out so that the paragraph will be one of the body paragraphs of the first essay); Chapter 33- Parallelism (page 503)

F---ALP- Do extra assignments/exercises related to chapters in the textbook (more practice with thesis and blueprint, topic sentences, and types of support).

Week 3

M---ALP Start on assignment, a five paragraph paper (based loosely on a professional essay or first section of nonfiction piece).

T--- ENGL Chapter 7 (page 80) -Introductions and Chapter 8 (page 93)- Conclusions; assign an essay based loosely on a professional essay or first section of nonfiction piece.

R---ENGL Chapter 14-Definition (page 207) OR Chapter 12 (page 171) -Illustration.

F---ALP Do practice intros/conclusions; outline; body paragraph development.

Week 4

M---ALP- Workshop five paragraph essay.

T---ENGL- Peer revise in ENGL 1013 class – Go through Turnitin.

R---ENGL- Introduce nonfiction work and first section of reading (see Instruction Cycle for an Integrated Reading and Writing Class-see attached). **Turn in final copy of Paper 1-** end of week.

F---ALP- Review and discuss reading.

Week 5

M---ALP- Writing prompt over reading- Introduce Quoting and Paraphrasing (could use parts from the reading as samples/exercises).

T/R---ENGL- Reading quiz/assessment for first section of novel.

Chapter 20 (page 311) -Planning And Writing Your Response to a Reading.
Research Appendix- Part II- Quoting, Paraphrasing, and Summarizing (page 735); Avoiding Plagiarism (page 737); Citing Sources (page 738) ; MLA Documentation (page 738); Paper 2 Assignment engaging the first section of the novel and should be in same mode as previous paper.

F--- ALP- Plan/prewrite/outline Paper 2.

Week 6

M---ALP- Workshop the paper.

T---ENGL- Peer edit body paragraphs/workshop Paper 2; Quotation Marks- Chapter 37(page 550).

R---ENGL- Chapter 34 (page 516)- Commas; Assign short reading to set up cause/effect paragraph.

F---ALP- Edit paper for commas.

Week 7

M--- ALP- Discuss reading and write in-class paragraph to be integrated into next essay.

T--- ENGL- **Turn in final copy of Paper 2**; Introduce Cause and Effect paper- Chapter 16 (page 239); discuss reading.

R--- ENGL- Assign Paper 3; prewrite, outline, draft in class; Using Appropriate Language- Chapter 43 (page 607).

F--- ALP- Continue working on Paper 3.

Week 8

M--- ALP- Preview second reading section from nonfiction work; introduce with a short writing assignment (in class); Assign second section of reading from the nonfiction work.

T--- ENGL- Assign second section of reading from the nonfiction work; Chapter 32 (page 493)- Pronoun Case, Agreement, and Reference; Chapter 39 (page 564) - Eliminating Second Person and Awkward Use of the Pronoun *One*.

R--- ENGL- Peer Review Paper 3- Edit for commas and pronoun errors; Assign a reading (or readings for comparison/contrast).

F--- ALP- Preview reading assignments; complete an in-class writing prompt introducing reading assignment.

Week 9

M--- ALP- Introduce the concept of comparison/contrast (focus on point by point/subject by subject format using something familiar to students).

T--- ENGL- **Turn in final copy of Paper 3**; Introduce Comparison/contrast Chapter 15 (page 222).

R--- ENGL- Discuss both readings and set up structure of the comparison/contrast paper- Assign Paper 4 and last part of nonfiction book.

F--- ALP- Workshop Paper 4; spend last part of class introducing last part of nonfiction book.

Week 10

M---ALP- Workshop paper 4.
T---ENGL-Workshop paper 4.
R---ENGL-Discuss last part of nonfiction book.
F---ALP-Short in-class writing related to book.

Week 11

M---ALP- Peer edit paper 4.
T---ENGL- Comparison/Contrast paper due; introduction to multi-source paper (review appendix part ii); Chapter 18 (page 275).
R---ENGL-Introduce additional sources for multi-source paper.
F---ALP-Working with additional sources; students summarize sources.

Week 12

M---ALP-Work on bibliography cards and note cards.
T---ENGL- Bibliography cards and note cards.
R---ENGL- Thesis and outline.
F---ALP- Work on thesis and outline and begin rough draft.

Week 13

M---ALP-Preliminary rough draft meeting.
T---ENGL-Rough draft (look at half of class).
R---ENGL-Rough draft (look at other half of class).
F---ALP-Preparation for exit exam.

Week 14

M---ALP-Preparation for exit exam.
T---ENGL-Workshop multi-source paper.
R---ENGL-Prepare for final exam.
F---ALP-First shot at exit exam.

Week 15

Final exam of some sort and multi-source paper due (ALP students who have not passed the exit exam yet, retake).

Part I: The Writing Process

Part I is the meat of the text. If you are teaching a developmental course, you may spend most of the semester in Part I, while supplementing with the grammar chapters, and ending with Chapters 19 and 20 (Reading Critically and Responding to a Writing Prompt and Planning and Writing Your Response to a Reading). If you are teaching a standard college-level composition course, you may want to move quickly through Part I and teach it in conjunction with the other parts of the book, perhaps moving between Part II (modes) and the readings appendix.

Part I is the result of many years of teaching both college-level and developmental composition classes. I discovered that for many students, if I can break down the writing process into easily applied “chunks,” many students for whom the writing process has always been an impenetrable mystery finally “get it.” Although I realize that this method can result in uninspired formulaic writing, we should not discount the value of giving students a formula to follow. Once students have truly mastered the formula, they can often move beyond it and become skilled writers.

Chapter 1 presents an overview of the writing process. I explain to students that I am showing them a transparent essay, allowing them to look inside and see all of the parts that make up the whole. I tell them I do not expect them to understand everything all at once, but I want to offer hope that if they have never understood how to write an essay, this is their semester; they will leave my class fully prepared to tackle any writing assignments in their college career. And I tell the students who think of themselves as good writers already that they are going to become better writers this semester; they are going to come up a notch.

Chapter 1

An Overview of the Writing Process

Preparing to Teach

Many students enter college full of trepidation when it comes to writing. Some have never really experienced success in composition, and for these students, another course in writing means another shot in the dark. Encourage your students that THIS time they will “get it” because this time they have an instructor who will break down all of the parts of an essay for them. Assure them that this semester will be different, and if they will stick with you and work hard, they can achieve success. Assure the good students that while they will begin with a formula, they will have ample opportunity to learn to move beyond that formula if they desire.

Teaching Activities

This chapter provides a good overview of essay form. As you look at the chapter with students, emphasize that you do not expect them to memorize all of the parts of an essay at first exposure: They will spend time practicing each individual concept before their first essay is turned in for a grade.

Draw students’ attention to the color-coded essay, which illustrates to the students how essentially formulaic writing an essay can be. This will actually be comforting to those students for whom the craft of writing is a mystery. After exposing the students to the color-coded essay, you may want to show the student essay “The Advantages of Speaking Spanish.” Explain that the student essay fits the formula quite well. Afterward, have the students turn to the student essay “Chismville,” so they can see that not all writing is formulaic. The “Chismville” essay is also a good example of how effective writing is detailed and concrete. As you look at the sample essays, make special note of the thesis of each one (and point out the simple blueprint if there is one). Show the students how the topic sentence of each body paragraph corresponds to the points of the simple blueprint. Ask the students to answer either the Your Turn or the Photo Op writing prompts at the end of the chapter and bring their responses the next class period. They can use their responses the next class period as part of a freewriting, brainstorming, clustering, or asking reporter’s questions exercise.

Answer Key to Chapter 1 Exercises

p. 20, Your Turn

Answers will vary.

Chapter 2

The Thesis and Simple Blueprint

Preparing to Teach

Chapter 2 is so crucial that you may want to spend several class periods on the material. Stress to students that a key to a successful essay is a good thesis and simple blueprint. Furthermore, as students learn to compose a thesis and simple blueprint, it is an appropriate time to teach parallelism. You will also need to keep in front of the students the connection between the topic sentences and the thesis and simple blueprint. As you look at the color-coded essay as well as other examples, constantly stress both parallelism (Notice how every point of the simple blueprint sounds alike?) and the connection between the thesis and simple blueprint and the topic sentences (Look at how each topic sentence contains the point from the simple blueprint as well as the critical opinion from the thesis).

Teaching Activities

Here is a good plan for teaching Chapter 2:

DAY 1: Start by asking the students four questions:

- What are you interested in, or what do you like to do?
- What irritates you?
- What have you learned recently?
- What do you feel strongly about?

After students have written responses to the four questions, take some of their answers and illustrate the art of narrowing down a topic by demonstrating the concepts of freewriting, brainstorming, clustering, and asking reporter's questions after you look at the examples in the text. From there, explain and demonstrate critical opinion by having the class help with turning your narrowed topics into theses. Have students practice with the Your Turn exercises.

DAY 2: Review the concepts of a narrow topic and a critical opinion. Then, referring back to the color-coded essay in Chapter 1, call attention to the thesis with simple blueprint. Explain that as a blueprint is the detailed plan for a house, an essay has a simple blueprint that lays out the points of an essay and an essay blueprint gives the detailed plan for the entire essay (supports and all). Go over the types of simple blueprints and discuss parallelism. It is often effective to put the students in groups to do the Your Turn exercise on parallelism.

DAY 3: Review the types of simple blueprints, and put students in groups of three to do part of Ex. A of Putting It All Together (give each group three sentences to do, one of each type). After having each group report to the class (with the class evaluating if each thesis and simple blueprint is parallel), have students work individually on the rest of the exercise. Assign Ex. B and C as homework.

DAY 4: Once students have truly grasped thesis and simple blueprint, they can compose one for their first essay. From here, you may want to go to Chapter 3, introducing the concept of the topic sentence and demonstrating how it is connected to the thesis and simple blueprint.

Answer Key to Chapter 2 Exercises

p. 26, Your Turn

Answers will vary.

p. 27, Your Turn

Answers will vary.

p. 34, Your Turn

1. correct
2. “putting” changes to “put”
3. delete “he also likes”
4. correct
5. 3rd point, “and by realizing that all of the above....”
6. correct
7. delete “they”
8. change “he examines” to “examining”; delete “by” after “and”
9. delete “it can be hard”
10. correct

p. 35, Putting It All Together

Ex A: Answers will vary.

Ex B: Answers will vary.

Ex C: Answers will vary.

Chapter 3

The Topic Sentence

Preparing to Teach

Students sometimes struggle a bit with seeing the connection between the thesis and simple blueprint and the topic sentences. The key is to call students' attention to plenty of examples of five paragraph essays before you have them attempt the exercises in the chapter.

Teaching Activities

Refer students both to the color-coded essay and to “The Advantages of Speaking Spanish” from Chapter 1. Call their attention to the thesis and simple blueprint, showing the connection to the three topic sentences beginning each body paragraph. Go through the chapter orally, and assign the Putting It All Together exercise on page 43. Illustrate number 1 on the board to make sure the class understands what to do. Because students tend to have more difficulty with the reminders than with any other part of the topic sentence, it is often helpful to look at the critical opinion in each thesis and ask students to name possible reminders before telling them to finish the exercise on their own. You might want to consider making students a handout (or a bookmark) that lists transitions for them to keep handy. Tell students to add the topic sentences on their essay blueprint.

Answer Key to Chapter 3 Exercises

p. 43, Your Turn,

Answers will vary but some examples are:

1. disfavor, inferior
2. not easy, hard
3. good, handy
4. great, wonderful
5. courteous, polite

p. 43, Putting It All Together

1. Answer given in the book as an example

2. Topic Sentence for First Body Paragraph: First of all, Arkansas is amazing because it has steep cliffs in the Ozark Mountains.

Transition: First of all

Reminder of opinion: amazing

Point from simple blueprint: the steep cliffs of the Ozark Mountains

Topic Sentence for Second Body Paragraph: In addition, Arkansas is amazing because it has many clean lakes and rivers to visit.

Transition: In addition

Reminder of opinion: amazing

Point from simple blueprint: the many lakes and rivers

Topic Sentence for Third Body Paragraph: Finally, Arkansas is breathtaking because it has an abundance of preserved national forest land.

Transition: finally

Reminder of opinion: breathtaking

Point from simple blueprint: an abundance of national forest land

3. Topic Sentence for First Body Paragraph: One reason that makes the state university an excellent college is its fine instructors.

Transition: One reason

Reminder of opinion: excellent college

Point from simple blueprint: its fine instructors

Topic Sentence for Second Body Paragraph: A second reason that makes the state university great is because of its quality technical programs.

Transition: A second reason

Reminder of opinion: great

Point from simple blueprint: its quality technical programs

Topic Sentence for Third Body Paragraph: The third reason that the state university is a fine idea is due to its outstanding facilities.

Transition: The third reason

Reminder of opinion: fine idea

Point from simple blueprint: its outstanding facilities

4. Topic Sentence for First Body Paragraph: First of all, a good student must attend class faithfully.

Transition: First of all

Reminder of opinion: good student

Point from simple blueprint: attend class faithfully

Topic Sentence for Second Body Paragraph: Furthermore, a quality student should take good notes.

Transition: Furthermore

Reminder of opinion: quality student

Point from simple blueprint: take good notes

Topic Sentence for Third Body Paragraph: Finally an outstanding student will review material frequently.

Transition: finally

Reminder of opinion: outstanding student

Point from simple blueprint: review material frequently

5. Topic Sentence for First Body Paragraph: One reason my grandmother is a

Renaissance woman is because she knows how to quilt.

Transition: One reason

Reminder of opinion: Renaissance woman

Point from simple blueprint: how to quilt

Topic Sentence for Second Body Paragraph: A second reason that makes my grandmother well-rounded is she knows how to change her own car oil.

Transition: A second reason

Reminder of opinion: well-rounded grandmother

Point from simple blueprint: how to change her own car oil

Topic Sentence for Third Body Paragraph: The third reason my grandmother is unique is that she knows how to program a computer.

Transition: The third reason

Reminder of opinion: unique

Point from simple blueprint: how to program a computer