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ABSTRACT
          Intended for college-level basic writers, the program
described in this report integrates selected oral communication
training with writing instruction. The first section of the report
presents a rationale for the program--which uses oral activities to
enhance students' development in the underlying rhetorical abilities
of invention, audience adaptation, and argumentation--and the second
section discusses classroom interaction, concentrating on ways to use
groups to best advantage. The third, fourth, and fifth sections
describe specific activities that involve students in oral exercises
to increase writing motivation. The activities described are role
switching, peer questioning, and forensic discussion. The sixth
section discusses the role of grammar instruction, offering several
grammar modules, and the seventh explains how the program is used
with international and English-as-a-second-language students. The
final section describes the possible uses of the program in a
writing-across-the-curriculum program. (FL)

INSTRUCTOR'S HANDBOOK

PROJECT SYNAPSE

SPARKING CONNECTIONS BETWEEN SPEECH AND WRITING

Sparking
Connections:

Spoken
[ˈspoˌkən]

and

Written
(written)

Communications

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INSTRUCTOR'S HANDBOOK

PROJECT SYNAPSE

SPARKING CONNECTIONS BETWEEN SPEECH AND WRITING

PROJECT SYNAPSE

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The Problem of Appropriate Instruction for Basic Writers

Program Rationale

Amidst ever deepening disappointment about college students' preparation in written communication, educators in recent years have focused particular attention on that population of students designated as "basic writers" (Shaughnessy, 1977). While an increasing diversity of students are falling into this category, basic writers are essentially a product of open or special admissions standards. They are disproportionately members of minority cultures and language communities, disproportionately from lower socioeconomic backgrounds, and disproportionately at risk of attrition from college. Basic writers lack the minimal degree of writing proficiency which enables learning in the various academic disciplines. All too often they end their collegiate careers where they began -- in remedial writing laboratories.

For the most part, remediation programs for basic writers are remarkable for the persistence with which they adhere to instructional techniques of proven impotence. The most obvious features of basic writer's compositions are violations of the mechanical conventions of Standard Edited English. As a result, administrators, textbook publishers, and instructors alike often presume that such students require intensive drill in Standard English patterns of grammar and usage. This drill most often takes the form of workbook exercises divorced from any realistic or motivating rhetorical context. Even when assignments do call upon basic writers to produce connected prose, the emphasis in evaluation and feedback generally centers on linguistic error. The mistaken premise which underlies such instruction for basic writers is that students cannot handle molecular, purposeful, original composition unless they first demonstrate competence in the atomistic, isolated, rote aspects of cultivated proofreading.

To the contrary, decades of controlled research affirm that direct, didactic instruction in the technical description and analysis of grammar offers scant pay-off in terms of quality of expression (Braddock, Lloyd-Jones & Shoer, 1963; Holdzkom, Porter, Reed & Rubin, 1982). Lessons in grammar and usage are often poorly learned and quickly forgotten. An undue emphasis on linguistic propriety can be antithetical to writing fluency and corrosive to positive attitudes toward language. There appears, in any event, to be little transfer between knoweldge about language and skill in using language for effective communication. Frequently, basic writers derive some gratification from participating in grammar book exercises because these activities offer concrete problems with tangible indicators of success. A fixation on this level of language awareness, however, may create dysfunctional mind sets about what is important in drafting and revising (Perl, 1979; Rose, 1980), and also robs valuable time-on-task from practice in using language communicatively. A more pedagogically valid approach to the problem of error in basic writers' compositions suggests that violations of editing conventions diminish when students are posed writing assignments with genuine rhetorical aims (i.e., an audience, purpose, and topic of some importance; Wiener, 1981).

Social Cognitive Deficits. The difficulties novice writers experience stem not so much from ignorance of writing conventions as from difficulty coping with the rhetorical demands of written communication (Rubin & Kantor, 1984). Basic writers are deficient in aspects of social perspective-taking, that is, the ability to make inferences about others' thoughts, beliefs, and knowledge (Elsasser & John-Steiner, 1977; Lunsford, 1979). Social perspective-taking is fundamental to writing proficiency because writers must view their compositions through the eyes of their readers (Kroll, 1978; Rubin, 1984). If they fail to do so, their writing takes on an egocentric, private

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quality rife with undeveloped observations, undersupported assertions, predicates isolated from subjects, and pronouns unconnected to antecedents. Thus, basic writers are apt to presume that readers will recover their intended meanings from vaguely or ambiguously coded passages (Flower, 1979). Their revisions are typically limited to cosmetic transcriptional improvements since revision on a larger scale requires writers to suspend their own perspectives on their compositions, and adopt, instead, the perspective of a naive reader. Rubin and his colleagues (1984) demonstrated that among younger writers, students' social cognitive ability is a stronger predictor of writing quality than either fluency or error avoidance. Rubin and Rafoth (1985) showed that among college freshmen social cognitive ability contributes substantially to the quality of persuasive writing, though the contribution of social congition is about a third less for expository writing.

Social cognition or audience awareness in writing can be especially troublesome when intended readers are psychologically remote or ill-defined. This is the rhetorical difficulty inherent in the type of expository writing to a "general cultivated audience" which academic assignments generally presume. Basic writers, who may exhibit considerable sensitivity to their audiences in informal oral communication, often have no cognitive framework for adapting to this sort of readership, and their misguided efforts to do so result in sterile or -- worse yet -- awkwardly caricatured prose (Shaughnessy, 1977).

Oral Culture. Basic writers belonging to nonmainstream oral cultures may be further disadvantaged with respect to writing proficiency. Considerable controversy attends the question of nonstandard dialect interference in written language. While even experienced teachers impressionistically report dialect intrusions in writing, the bulk of the research literature bearing on

this subject indicates that nonstandard speakers do not write as they speak. Errors committed by nonstandard dialect speakers are not very different in kind or frequency from those committed by standard dialect speakers, and the dialect-related writing miscues which do appear typically involve superficial features which are not highly stigmatized (Hartwell, 1980; Rubin, 1979). Teachers cannot realiably distinguish the writing of nonstandard dialect speakers from that of their standard dialect counterparts, although when teachers _believe_ that a particular essay is written by a minority group student, they are likely to assign it a poor grade (Piche, Rubin, Turner & Michlin, 1978).

Despite the weight of these empirical findings, a number of institutions have established special writing programs for nonstandard dialect speakers. Such programs are linguistically based and focus on contrastive analyses of community speech patterns compared with Standard Edited English patterns. The program described in this document, however, differs sharply from the linguistic drill approach. In the activities presented here, students do not engage in oral grammar drills in the hope that such exercises might reduce transcriptional errors in writing. Rather, the program promotes and anticipates a reduction in transcriptional errors as a result of more rhetorically based oral practice.

The issue of nonstandard dialect aside, writers who rely on oral modes of interaction can experience problems in adapting to a literate style of communication. Oral cultures exhibit a communication style which presupposes that all listeners will be "insiders" (Tannen, 1982). Hence, members of oral cultures often employ formulaic expressions which imply a great deal more significance than they explicitly encode (_e.g._, "I could've died!"). By the same token, messages in oral cultures often leave their conclusions or

extensions unstated, since these would be well understood by members of the culture (e.g., "And can you believe it, he actually went to the dance in blue jeans!").

The communication style prevalent in oral cultures is inadequate for written communication. Writing demands autonomous messages which are explicitly encoded so that they can be understood independently of particular communicative contexts (Olson & Torrance, 1981). Members of oral cultures may be less adept at anticipating and accommodating to the needs of readers who do not share their immediate physical and social context and who cannot provide an on-going flow of feedback. As a result, their writing often manifests problems in maintaining cohesion over long stretches of discourse, in sustaining patterns of extended expository development, in producing well formed arguments, or in constructing explicit transitions from one point to another.

Rhetorical Invention in Writing. In addition to egocentric writing and a reliance on oral modes of communication, novice writers are frequently plagued by the related syndrome of simply not knowing how to expand their ideas in writing. Without a conversational partner to probe and to encourage them, basic writers very often state a thesis in fairly general terms and then move on to a new point or else just terminate their compositions. They neglect to adequately elaborate or support their assertions. In writing, basic writers' powers of rhetorical invention are weak.

Invention is a central component in writing. Our new understandings of composing processes indicate that writing serves not only as a vehicle for communicating pre-formed ideas, but also as a tool for facilitating the discovery of new insights. If basic writers are unable to exploit the function of writing as an instrument for inquiring and learning, then their

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entire academic careers are placed in further jeopardy. And yet, many basic writers become so mired in relatively peripheral concerns of premature copy editing and conforming to some stereotyped expectation of "what the teacher wants" that they fail to devote productive energy to generating original and well conceived thought in their writing.

The Contribution of Oral Communication Instruction to Writing Proficiency. It is a mistake to presume that writing is simply speech transcribed. As indicated above, when inexperienced writers overgeneralize oral modes of interaction to written communication, the intelligibility of their compositions suffers. At the same time, it is clear that many basic writers have achieved considerable proficiency in many forms of oral discourse, and that they are generally more comfortable in casual speech than in formal writing. Identifying the ways in which oral competencies can serve as a foundation for writing is a promising direction for ameliorating the writing skills of basic writers.

Indeed, notably successful basic writing programs (e.g., Brooklyn College, George Mason University) deliberately exploit such techniques as collaborative writing, peer editing, and conferencing -- techniques which capitalize on students' talk. Rhetoric programs with a combined oral and written emphasis (e.g., University of Iowa, University of Illinois) are profitable alternatives to traditional English composition classes for nonremedial writers.

Project Access at the University of Southern Mississippi offers dramatic testimony of the value of oral communication instruction for improving writing ability (Gwin, 1981). In this program students at high risk of attrition were immersed in language skills courses for their first two terms. Among the classes which Project Access students attended were courses in public speaking

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and group discussion, voice and diction, oral interpretation, and readers theatre. These experiences in oral communication instruction led to significant increases in a number of academic skills including writing ability. Moreover, the incidence of attrition among project students was drastically reduced.

Talk promotes writing proficiency in a number of ways. As an accompaniment at any of the several stages of composing, oral communication stimulates invention of new ideas or facilitates evaluation and revision of text already produced. Successful instructors have long depended upon unstructured classroom discussions, and more recently upon structured oral activities, as techniques for assisting students in coming to grips with their writing topics, in finding their stance. At various intre while drafting or revising, writers can obtain feedback from the reader's point of view by conferencing with instructors or meeting with peer editing groups. It can also be helpful for students to simply read their compositions aloud. In speaking and hearing their own writing, students are often able to monitor their language with a fresh "eye."

As an adjunct to writing, several methods provide the scaffolding that some students need to make the difficult transformation from jointly constructed dialogue to individually managed extended monologue. Zoellner (1969) claims that talk can reinforce the behavior of writing, and his Talk-Write technique accordingly incorporates peer dialoguing into the process of drafting. The Story Workshop method (Shultz, 1982) asks students to capitalize upon similarities between familiar forms of speech and less familiar written formats. Students move between oral and written discourse. Dialogue journal writing (Staton, 1982) is a transitional form between spoken dialogue and written monologue. Students conduct a written interaction with

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their instructors, and the instructors' "conversational turns" encourage the students to produce increasingly autonomous writing.

Finally, oral communication may serve as a <u>calisthenic</u> for enhancing the development of cognitive abilities underlying writing proficiency. As a cognitivie calisthenic, similar oral activities are used repeatedly in a structured regimen designed to advance insights into such matters as organization, support, and audience awareness. Such activities need not accompany writing assignments, though sometimes their importance to developing writing skills is clearer to students when they are presented in conjunction with writing exercises. In this vein, Blankenship and Stelzner (1979) emphasize the role of oral activities for inculcating a sense of formal argumentation and patterns of development. Oral communication instruction can also enhance the social cognitive skills necessary for effective audience adaptation in writing. Chandler (1973), for example, describes a program in which students participated in a series of role-playing activities in which each individual systematically cycled through all the perspectives in a set of dramatic improvisations. After experiencing these multiple perspectives, students had an opportunity to reflect on the manner in which perceptions about a single event can differ. At the close of the program, the participants displayed measurable behavioral and social cognitive growth.

Orientation: Instructional Approach of Project Synapse

The program described in this document seeks to integrate selected oral communication training into writing instruction for basic writers. Its innovative thrust is to engage students in oral activities that function as calisthenics to enhance development in underlying rhetorical abilities: invention, audience adaptation, and a reflective approach to argumentation. Instruction occurs within the course of specially designed writing classes,

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but does not require a new course to be established. The program was originally developed with basic writers from four sites: (1) freshman students enrolled in Developmenta. Studies at a state university who are predominately middle class whites, but include also some blacks, several of whom are supported by athletic scholarships; (2) junior and senior students at a predominately black institution who have previously failed the mandatory state-wide writing examination; (3) freshman students enrolled in Developmental English in a predominately working class white institution; and (4) nonmatriculating international students attending an intensive American language program housed in a center for continuing education at a state university.

Oral communication training in which these students engaged are of three primary types: (1) Structured role playing for perspective switching. These exercises promote general social cognitive skills, and at the same time develop more specific audience analysis skills through tie-ins with related writing assignments. (2) Instruction in questioning skills. Students employ aids to invention in structured dyadic interviewing assignments aimed primarily at generating supporting detail. (3) Forensic discussion. Students learn fundamentals of argumentation and debate, and participate in structured small or large group forensic discussion. In these assignments, groups are assigned particular stances on issues which they must support and defend. Argumentative discussion assignments such as these have been shown to promote social cognitive growth among college students (Tjosvold & Johnson, 1977), and also familiarize students with patterns of formal argumentative discourse. Approximately one-third of the total class time is devoted to oral communication instruction and practice. The remaining time is devoted to time-on-task in writing. Students manifesting specific difficulties with

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conventions of Standard Edited English are provided with modules or may be referred on an individualized basis to laboratory or tutorial resources.

Previous efforts have sought to impart functional oral communication skills for their own sake, and that is certainly a worthy goal. The program presented here, in contrast, offers selected speech experiences which will promote growth in those rhetorical abilities which underlie written communication, and in which basic writers are typically deficient. While writing teachers often encourage students to engage in prewriting discussions, the nature of that talk is often spontaneous and unplanned, that is, characteristic of oral language. In Project Synapse, however, a substantial portion of the prewriting talk is structured and planned, that is, transitional between oral and written language.

Developmental Curriculum. Effective curricula are more than the sums of their parts. While the most visible aspect of a curriculum is the set of activities and exercises in which students participate, an effective curriculum is a more global approach to teaching and learning. Classroom activities are only illustrative of that overarching approach. Less tangible, but equally as important, are the modes of thinking imparted to students, the ways in which teachers interact with students, and the attitudes toward learning and subject matter which the classroom climate engenders. The specific exercises devised for classroom use serve only as the scaffolding for implementing more general principles of composition curriculum, among which are the following:

--Generating ideas and being aware of one's audience are at the core of communication; facility in using language follows from these.

--Talking and writing, though they constitute different codes, are mutually supportive; both entail the exercise of rhetorical skills.

--Academic discourse requires distancing from immediate, impulsive
reactions. It further requires elaboration beyond the semantically
abbreviated style with which we are accustomed to communicating with
ourselves and with intimates. At the same time, meaningful
discourse of any kind requires personal commitment; the writer or
speaker must experience a sense of ownership. Learning experiences
which are at once active and structured can synthesize these
several requirements.

--Learners who lack experience in modes of academic thinking and
expression can attain proficiency by building on cognitive and
rhetorical skills which they already possess. For many students,
structured oral communication activities can lead to the analytical
and elaborated discourse characteristic of academic writing.

--In acquiring new ways of thinking and expressing, progress is
gradual. The value of classroom activities lies in their
calisthenic function rather than in any magical algorithm for
accomplishing specific classroom assignments. This is the spirit
of developmental education.

Based on this broad sense of curriculum, the classroom activities

developed in this document are best regarded as something other than a "bag of

tricks" for motivating students for whom writing is often painful and rarely

successful. Rather, the activities are structured, yet involving,

calisthenics for using oral communication to move students toward facility in

academic discourse. Role switching, forensic discussion, and peer questioning

are the primary vehicles used for this purpose. In addition, a set of modules

for individualized instruction in writing conventions has been devised. The

modules, in addition to being pedagogically sound, free up class time for the

oral exercises which are of more deliberate interest.

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Interaction in the Writing Classroom

Using Groups to the Best Advantage

Having ... ints work in small groups of five or fewer is no new teaching strategy. Indeed, in the past several years, numerous researchers and practitioners have studied and used student group activities as an aid to effective learning in classrooms. The results of this kind of teaching tactic are remarkably consistent: small-group interaction is productive and rewarding for the students as well as for the teacher. One powerful feature of group interaction is that it transcends any curricular boundaries; it is one of the few teaching strategies that can readily be used across the curriculum. From the students in a history class who may work in pairs finding answers to essay questions, to various research teams (math competitions, academic bowls, or lab "unknown experiment" sessions), to English teachers who use students in groups for peer editing of compositions and grammar check sessions, students in these smaller work arrangements are better able to share, discuss, and explore their reactions, thoughts, and understandings of various topics. A group of three to five students working together better allows for all students to contribute, even those less vocal students who may not always get their answers and opinions heard in the larger classroom.

Unfortunately, parceling the students of the larger class into smaller work units does not function automatically. Sometimes because of individual personality differences among the group members, conflicting approaches to the task at hand, or any of a multitude of other concerns, groups may not interact as harmoniously and as productively as teachers wish them to operate. George (1984) discusses three types of groups that usually come about when students are put in small inner-class units. These groups are as follows:

(1) "Task-Oriented," which is self-starting and conti.iuing; (2) "Leaderless,"
which is without any real leader but follows or subscribes to the ideas and
interpretations of any dominant spokesperson in the group regardless of those
interpretations; and (3) "Dysfunctional," which resists any kind of group
interaction. Having either the second or third type group in a class can
bring any activity to a grinding halt or cause that activity to go far less
smoothly than teachers had wanted it to .un. This situation poses a serious
problem in a composition class that is using oral communication activities.
The premise of these activities is that the students will talk about, discuss,
and explore ideas with each other befor. they write. Hence, close attention
needs to be directed to how these groups should operate and what to do if they
at first do not function as expected.

The most effective interaction in peer questioning occurs when the class
members are assigned to work in groups of three. In brief, this activity
calls for one member (Questioner) to ask questions of another member
(Responder). These questions may be instructor-provided prompts and
student-original ones. Yet a third member who serves as Recorder writes down
any questions or responses that are irrelevant or insignificant to the task.
This inquiry method continues for several minutes, after which the three
members change roles and resume the activity. A third exchange of roles later
allows everyone in the group to serve in each capacity. But after each
exchange, the group quickly reviews with the Recorder to determine what
questions asked and what answers given were irrelevant. Then, each member is
ready to write. There must be close interaction between Questioner and
Responder, for they both are getting at the particulars of the writing
assignment. The Questioner as a group member must find out what the Responder
means as exactly as possible. The questions that the instructors have given

will serve as leads or guides, but the students should be attentive enough to the answers given in the dialogue so that additional original questions will be asked as the need for more information arises.

Initially, students in the role of Responder may not be entirely aware of where they want to go with a topic or how to get to a particular position from which a writing assignment will be done. Here, students in the role of Questioner (who essentially are the audience) draw out the information that the audience wants and needs to know. The Recorder (another part of the audience) keeps the other two members on track by writing down unimportant responses.

But what if the members of the group are reluctant to perform the tasks of peer questioning even though the benefits of such an activity are accepted in principle by those same students? This situation requires intervention by the teacher. Hopefully, before any kind of group work is attempted in any class, the instructor has tried to set up a proper atmosphere or attitude. Explaining to the students that much can be gained by sharing their ideas with as many people as possible is essential. Almost always as a result of discussion, interpretations will come out that may be old, new, common, different, helpful, or worthless. These interpretations may be kept by the writer or may be discarded, but the primary benefit is always the same: a forum or clearinghouse has been provided so that the writers may choose between the good material to use as proper support and the "stuff" that should be left out of the paper. The teacher must see that all students feel comfortable while putting forth their ideas before the class. The teacher thus establishes "a protected reserve where there is no 'head hunting'" (Kirby and Liner, 1981). The student is then free from any nonconstructive and irrelevant comments by fellow classmates.

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Once this kind of environment is established, the foundation for group harmony -- respect of and for each member's ideas -- is established. During the course of the peer-questioning strategy though, respect for others' opinions may be shown, but the group still may perform in a less than rewarding way. Here again the teacher intervenes. By monitoring the activities of each group as he or she goes about the classroom, the teacher spots problems. If a Questioner is asking very superficial questions or is asking only the printed lead ques* ons rather than following up the answers given with original queries, the eacher smoothly steps in and asks the Responder more direct questions. The teacher's questions now serve as good models.

If the answers the Responder is giving are all weak and lacking in detail, the teacher again may model the activity by b.iefly assuming the role and giving the Questioner a fuller, more detailed response to the questions asked. The Responder (who will shortly be the writer) probably knows the information but must be led to see that the audience (in the role of Questioner, at this point) is not a mind-reader and needs to be told important information. Likewise, the teacher monitors the work of the Recorder. If this group member is not writing down the unnecessary and/or irrelevant responses, the teacher, while standing there, writes such answers on the Recorder's pad. By using a different color ink pen or pencil and by being as unobtrusive as possible, the teacher models for the Recorder a distinct example of good recording versus weak recording; in the process, there has been no interruption of the dialogue between the Questioner and Responder.

Group participation involving the role-switching strategy calls for the same, if not an even greater, degree of respect for the ideas of others as does the peer-questioning strategy. Because the attention in this activity is

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upon "on the spot" discussions of conflict situations, the potential for chaos

is great. Once the students are divided into groups of four or five, each

student is given a role card that highlights a dilemma and a few lines of

suggested dialogue. The discussion (sometimes heated) grows out of the

information provided. After several minutes of discussion (or until the

conflict has been resol ., the students pass their cards to other members of

the group, and the improvisation begins again. This procedure continues until

all in the group have improvised in every role. The over-riding theme of the

activity is for the student to see the particular situation from all angles.

Students therefore explore all viewpoints and interpretations.

To effect this interaction, the teacher, as in the case of peer

questioning, needs to instruct students in the importance of listening and

responding. Very vocal and opinionated role-players, such as the one

mentioned earlier in the "Leaderless" group, could very easily dominate in

this activity. Bent on getting a particular point across, such players might

well prevent others from speaking, simply because of "loud-talking" --

literally talking louder than others and occasionally not listening. The

teacher, here, instructs the groups to do just as much listening as talking to

avoid having "soap box orations" from some members and "studies in silence'

from others.

Of course, all members in every group are not going to feel comfortable

enough to speak out; here, the well-organized group will be one in which the

members then try to bring out the more reticent in the group. Participants

who do not feel threatened by voicing their opinions can put their questions

directly to the hesitant speakers. The confident members may actually turn to

look directly at these less than confident partners as the questions are put

to them. Without becoming aggressive or confrontational, students themselves

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model tones deferential yet assertive enough to elicit an answer from the quiet member. Role switching, by design, puts in the same setting several persons who all share the same dilemma; therefore, everybody in the group has to have some opinion. Because they are also playing different roles, discussion should flow. Additionally, because several different personalities participate in the activity, different perspectives on the situation at hand will assuredly emerge. When these differences of opinions, the varying alternatives, and various approaches to the problem are permitted to arise, the group functions in a most productive manner. Now the members may see viewpoints that were previously unseen or unconsidered. This knowledge is invaluable for writers, for they need to see their own compositions from the perspectives of their readers.

In forensic discussion, the group work actually occurs in two places: (1) the preparation sessions before the debate, and.(2) the debate itself. Because the actual debating operates within a rather rigid structure (see pp. 76-77 for logistics of debate), the teacher makes certain that all members of the group follow the debate rules, and otherwise remains silent, allowing the discussion to proceed without interruption. Therefore, perhaps the most significant group interaction is needed at the preparation stage. Earlier, during this preparation stage, the class has been divided into two large groups. These groups then argue the Pro or Con side of a question of policy. Because students must gather adequate effective support material to be used in the debate, the instructor may want to appoint a captain of each large group. In the case of the debate activity, the captain assigns various persons in the group the task(s) of gathering information and material that will be used in the argument. The captain may also assign particular roles for team mates to carry out in the debate. These roles may include who will speak, what that

speaker will debate, or when that speaker's turn will occur. Because debate is so highly structured, group breakdowns occur primarily when a group has failed to function as a team. That is, the members have not gathered various sources of information and come together to refine and to plan strategies and presentation points before the actual debate.

All in all, the use of group interaction as a means of discovery works well in a wide variety of settings. The instructor embarking on the use of any of these oral communication activities might well achieve better results if the following points are considered before parceling off the members of a class into small work units:

(a) establish early a receptive atmosphere, one that will allow students to be both encouraging and respectful in their dealings with each other;

(b) consider the personalities of students placed in the various groups. The instructor may want to give careful thought to separating the very vocal students among groups. Nor should very aggressive and very reserved students be placed together if there is the possibility of "silent" conflict;

(c) work out (with the students' assistance) a checklist of behaviors that are considered acceptable and unacceptable in a group;

(d) video-tape the students as they are working in their groups. Then, in a positive, helping manner, single out those behaviors (not students) that are productive and counter-productive.

Ultimately, group work is rewarding for both the instructor and students. Students initiate their own learning rather than passively submitting to fragmented exercises or having instructors lead them in step-by-step instruction. Teachers who suggest rather than dominate group interaction find that students learn to master the dynamics of small group work. These students ultimately are more confident learners who respond well to speaking and writing activities. Group work, then, is an aid to more effective learning for both students and teachers.

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Role-Switching Activities

Overview

In the role-switching activities, students improvise conflict situations
in groups of four. The students cycle through the four roles in each
situation so that each student will have experience enacting each perspective
of the conflict. After each student has enacted each of the roles, a group
discussion focuses on new, and hopefully more objective, insights about
different perspectives on the same situation. After the discussion, a
follow-up writing assignment asks students to write a position paper.

Logistics

For each scenario, students are divided into groups of four. Each
student receives a role card. The instructor reads the statement of the moral
dilemma. The students improvise a dialogue, working until they resolve the
problem or until five minutes have elapsed. (Times are approximate;
instructors use discretion here.) With little pause, students pass their role
cards to the left, and improvise another round. This procedure continues
until all students have had an opportunity to enact each role.

After the role-playing activity is completed, a brief discussion either
in the small groups or among the entire class ensues. Students are encouraged
to reflect on how they felt in each role, the differences and similarities
among the viewpoints, and how each role-character would likely have felt at
the conclusion of the discussion. Finally, the instructor usually assigns a
writing exercise (either formal or informal) which asks the students to
discuss the problem from the more general and abstract stance.

Rationale for Students

The exercises suggested here will probably be different from anything the students have done before in a language arts class. This fact can cause problems. Many students are convinced that "learning grammar" is what they need to improve their writing, and they may see the role-switching activities as a waste of their valuable time, time taken from grammar drill. The following is a possible rationale to be presented to the class:

> In order to write effectively, we need to see a situation from all angles, not just from the first one that occurs to us. We need to consider and deal with alternative ways of solving problems. Equally as important, we need to be able to view our own compositions from the perspectives of our readers. We don't want to be locked into just our own perspectives on our writing because we often understand an idea in our own heads, but fail to see that we haven't helped our readers understand that idea in their heads. In other words, we need to see our writing from fresh eyes, from the eyes of our readers who are naive or ignorant of what we had intended to say. These role-switching activities will build skills necessary for seeing many perspectives on a situation or on a piece of writing. Don't worry about the fact that we will be repeating the role-plays. Each of us is an individual, and as we assume each new role, we will bring our own ideas and personalities to it.

Helpful Hints

1. <u>Model the process.</u> At first, many of the students may feel insecure about what they're expected to do. The best way to help them overcome their fears is to let them see how it should work. Grab a student or two, ones you know are verbal by nature, and model the exercises. Of course, the students you've "elected" to help you probably won't know what you expect either. A good way to start, then, is to choose a role for yourself and assign roles to the students. Begin by asking the students what their characters might say in response to dialogue you create spontaneously. By playing "what if I say . . ." with the students several times, they will begin to get the point. Don't forget

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to allow them to create dialogue themselves and "put you on the spot" for a response. The other students will feel more secure about their ability to "think of something to say" if they see their peers succeeding at it. Admittedly, you run the risk of "contaminating" the process with your ideas as give the students this kind of direction, but that's a chance you have to take. The students are bound to benefit more from even a slightly "contaminated" experience than they will from ten minutes of anxiety-producing silence as they try to figure out what they're supposed to be saying. Besides, after the students have seen how the exercises work the first time, they will require little or no modeling for subsequent exercises. Still, though, don't be afraid to do as much demonstration as you feel necessary. (A videotape produced at the University of Georgia's Instructional Resource Center can also help in modeling the activities.)

Sometimes students just can't relate to a scenario, and it will require work on your part to bring it off. In other instances, students may have trouble with only one of the roles. In such a case, choose a group of students to play the other roles and assume the difficult role yourself; show them how that person might think, attempting to be as general about the individual's behaviors as possible. Leave it to the students to "flesh out" the particulars of the role during the session.

2. Vary the groups to get people talking, and to keep them talking. Invariably, there will be students in your class who will be willing to let the other members of the group do all the talking, either because they simply don't want to participate or because they are by nature shy and withdrawn. Regardless of the cause, these students aren't going to benefit from the exercises unless they participate in them. While

students who experience true communication apprehension should not be put on the spot and forced to speak up, t'._re are several ways to gently draw students into interaction. First, you can structure your groups so that you head off the problem from the beginning. Less verbal students should never be grouped with three highly verbal students; you're asking for trouble if you place reticent students in such groups. Sometimes they'll feel less intimidated by each other than by the more verbal students and actually will draw each other out. Another way of helping the less talkative students get started is by pulling aside some of the more verbal students and soliciting their help. They can bring a quiet student into the conversation by addressing their character's remarks to the character or role being assumed by the more reticent student. Along the same lines, you can often cure two problems at the same time by expanding this role into one of "group moderator." In this case, one student is charged with the responsibilities of getting students who aren't participating involved and with keeping the dialogue rolling without long pauses. This job is a good one for the student who is "goofing off," laying back letting the rest of the group do all the work. It gets all students involved!

Even after you get everyone talking, there are other problems to be handled. The first time the roles are played, things move along pretty well; but by the time the roles have switched three or four times, students simply run out of things to say or begin to repeat what's already been said. One way around this problem is to monitor the groups closely and not let one role session go on too long. Don't let the students resolve the dilemma the first time the scenario is enacted. Stop them and make them switch roles; then they can pick up where they

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left off. Another way to handle the problem is to vary the roles slightly. By modifying one of the roles in a scenario slightly during one of the turns, you can often elicit new information. For instance, most students "gang up" on the student who cheated on a test in the scenario about cheating (Sample Scenario #2); however, by adding a "twist" to the role, such as the student's need for a passing grade to insure admittance to nursing school, the students begin to see some of the "grey area" associated with ethical decisions, and, most importantly, they continue to talk.

3. <u>Make sure the group discussion which follows the role-switching activities is an integral part of the exercises.</u> The follow-up group discussion can provide you with valuable information about the students and about the activities themselves, and can also serve as a teaching tool. During the group discussion, allow the students to analyze the roles they've porr   ed. Listen to what they found easy or difficult about playing the roles. Solicit their help in adding to the scenarios. Are there other roles that need to be added? Do some of the roles need altering? Are the dilemmas realistic and comprehensible? Allowing your students this kind of freedom will often make them more eager to be involved in the role-switching activities in the future, and their suggestions will help you "fine tune" the exercises. The group discussion can also complement the role-switching exercises if it is designed in such a way that it emphasizes dealing with an increasing number of differing perspectives. Such an approach aids in what Moffett (1968) has called "de-centering"; that is, becoming less and less egocentric.

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One way of implementing such an approach is to begin the group discussion by having it actually occur in small groups within the class, say two groups of four students merging to share their ideas. Beginning with the smaller groups makes sense for several reasons. First, it doesn't ask the students to move completely out of their subjective views and see a situation from the perspective of everyone in the class. Second, because it doesn't ask students to do too much too soon, it is less threatening and more likely to make the group discussion a successful part of the role-switching activities. A useful interim step between small group discussions and complete class discussions may be the use of a group spokesperson to relay the small group's thinking to other groups. If the spokesperson is changed each time, everyone in the group gets a chance to experience dealing with a little larger audience, but without "being out there" alone; the ideas being conveyed are still group ideas, not purely personal ones. The final step in this process, obviously, is to make the students comfortable expressing their own ideas to the class at large and to make them willing to hear and to respect others' perspectives.

Whether you are working with students in small groups, in small groups with a spokesperson, or in the class as a whole, you should always be conscious of the purpose of the discussion. Use the group interaction to focus on the different perspectives which emerged; emphasize the newness that came out in the role-switching activities. Allow the students time to "flesh out" a role, accepting any comments which provide a perspective on the character involved in the scenario. If used well, the group discussion can sum up what has been enacted in the groups and be a stimulus for yet a whole new perspective based on the total of the

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ideas that emerged. Finally, if you are sensitive to what goes on in the group discussion, you can pick up some good ideas for writing assignments to follow up the activities. Many times, the groups will interpret roles differently and debates will emerge. Such situations lend themselves to good writing topics, ones which encourage students to resolve on paper what they have discovered through the oral language exercises.

4. <u>Be flexible in your use of the follow-up writing assignments.</u> All of the role-switching scenarios are accompanied by suggested writ'ng assignments, but you will quickly learn that the students are not always "up to" the topics. And that is fine. The purpose of the role-switching exercise3 is to help students "de-center," to see situations from many perspectives and to abstract from that experience; but the <u>experience</u> is the most important aspect. The students benefit from the enactments of the roles, even if a formal written assignment does not follow. Some-times, just enacting the roles requires the students to do things that are so alien to them that they cannot go yet another step in the writing; sometimes they can only "re-hash" what happened during the role enact-ments. Accept such an effort, particularly at first.

   Remember that there are endless alternatives to the suggested writing assignments. For instance, you can gauge the effectiveness of the role-switching exercises by asking the students to do a pre-exercise free write about their views of the chosen topic. The follow-up writing assignment, then, can be a post-exercise free write, recorded in a journal for your perusal. As students become more comfortable with this format, the exercises can easily be formalized somewhat by having the students write a position essay before they enact the scenarios. After

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the role-switching exercises, the students can be assigned a closely related essay topic for their post-exercise essay. Another way to vary the writing exercises so that the students benefit the most from them is to <u>listen to the groups</u>; let your assignment grow out of the direction the discussion is taking. If the students have zeroed in on a key question which they are hotly contesting, let that become their essay topic. Finally, the writing assignments provided after each scenario, as well as the scenarios themselves, most readily lend themselves to honing the students' skills in writing persuasive essays. But their usefulness is certainly not limited to such essays. The scenarios lend themselves to several other modes of discourse -- narration, description, exposition -- and to several different methods of development, particularly comparison/contrast and classification/division. For example, in Sample Scenario #2, all three of the suggested follow-up essay topics call for persuasive essays. It is feasible, however, that the students might benefit from an essay comparing cheating in school to cheating at games, or contrasting the definition of cheating as it applies to school and the definition of cheating as it applies to a boyfriend or girlfriend. All the essential issues are still there, and the students will learn from manipulating them. So don't feel locked into the suggested persuasive essay; experiment with what's best for <u>your</u> students in <u>your</u> situation.

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PROJECT SYNAPSE-FIPSE
Sample Role-Switching Scenario #2

Dilemma: What should we do about cheating that hurts others?

Scene: Group of students looking at test scores posted near classroom

Follow-up essay topics: Is friendship stronger than some moral codes?

Does a friend have the responsibility to turn in his or her friend when that friend is doing something self-destructive?

Are there any truly victimless crimes, or do we always hurt others in some way when we violate a rule?

Good Student

I worked hard studying for that exam, and I deserve my "A." I know that a lot of other students cheat. Maybe someone even copied off of my paper.

Cheater

I didn't have time to study for the test. Sure, T copied off the paper of the best student in class. I couldn't afford to fail this test or I might lose my scholarship.

Student Who Failed

I failed that test by just a few points. If the class average had been just a few points lower, I would have passed. Probably it was the cheaters that hurt me; if they hadn't raked up the points by copying answers, my score wouldn't have been too bad.

Cheater's Friend

I know that my friend cheated. I saw him/her copying off that good student's paper. And I know that my friend's cheating caused some other students to flunk. I don't think that cheating is right, but can I really turn in my own friend?

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PROJECT SYNAPSE-FIPSE
Sample Role-Switching Scenario #7

Dilemma: What are the causes and/or effects of Tom and Sarah's divorce?

Scene: Holy Cross Catholic Church, Father Calhoun's office

Tom

Sarah, you spend every last penny
I make. You don't care about me
and how I have to slave every day
to put bread on the table and buy
clothes and shoes for the kids.
You're the one who caused our
financial problems with your
constant spending. I want a
divorce. I can't afford you.

Sarah

That's right, Tom. Go ahead and
blame our marital problems on me.
Just because I try to have a nice
home. Everybody on the block
knows about you and that Sherrie
Brown and how the two of you have
been seeing each other for months
now. I'm the laughing stock of
the town. I'm the one who should
be filing for divorce.

Father Calhoun

Come now, Tom and Sarah. The
Church frowns on divorce. You
know that you'd both be cut off
from the Church if you did go
through with this. Besides, think
about the effects of your
divorce on your son and daughter.

Dr. Miller

None of you is looking at this
realistically. Divorce could be
the answer, or it could be a big
mistake. Jealousy and a lack of
communication are probably the
causes of your problem. Let's
look closely.

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PROJECT SYNAPSE-FIPSE
Sample Role-Switching Scenario #8

Dilemma: Jack Spence, a sophomore at the University majoring in computer
           science, plans to work for a large firm when he graduates. However,
           yesterday, he was offered a job with Textron Corp. that pays a
           beginning salary of $26,000. Because he is a bright student, the
           Textron representative says that Jack can "learn the ropes" as he
           works for them. Should Jack drop out of college to take the job?

Setting: The study room of Russell Hall, Jack's dorm

Jack

Man, this money is great, and Textron
is just the kind of company I'd like
to work for. But, I just don't know
what to do.

Ted, Jack's roommate

Hey, Roomie, you'd be a fool not to
take the job. Take the money and run.
Think of that new stereo that you
wanted.

Jack's dad

Son, this is a marvelous
opportunity. Think of what this
means to your future. Also, now
your mom and I can begin to get
back some return on all those
years of investing in your
education.

Jack's academic advisor

But Mr. Spence, your son needs to
stay in school and finish his
degree. He'll surely regret not
finishing school.

Carla, the Textron representative

But, you don't understand. Jack
will be able to finish his
schooling if he wants to. But
our on-the-job training is so
good that he may not want to.

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Illustrative Student Essays

The following writing samples, presented as students turned them in, illustrate some of the effects of the role-switching activities. As you examine them, look for evidence of writing emerging from dialogue, for depth in developing a particular point of view, or for attempts at synthesizing various points of view.

Everyone, who is in college, knows
that taking a test and passing the test
requires a great deal of studying. I
devote four to five hours a day for
studying. Yes, I have an obligation
to report cheating in class because
the student is hurting me and the
student is hurting him/herself.

Yes, I have an obligation to report
cheating in class because the student
is hurting me. I studied real hard
for the test; I failed. The student
who cheated made an A. The A was
not an honest A, but he/she did
pass. The teacher really thinks the
student who cheated studied hard;
this is unfair to me. This situation,
for example, is how the student
who cheated hurts me. In addition,
the student is hurting him/herself.
Mary, who is a friend of mine, cheated
on an exam; she passed the class.
Mary got to a more advanced class
and she was failing by the way side.

In other words, she was failing. The teacher told Mary that she should already know the basic information; the teacher then concluded, that Mary should go back to a lower level class. The teacher knew, but Mary finally realized that cheating did not get her anywhere. Mary realized that cheating did not put her one step ahead, but two steps behind.

Yes, I have an obligation to report cheating in class because the student is hurting me and the student is hurting him/herself. Cheating is not the way out; cheating is just a way in deeper.

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Cheating

Most everyone will cheat at something ~~in sometime~~ in his or her lifetime. In college people cheat all the time, but who really gets hurt when people cheat? I think that it hurts the person who cheats as well as the people in his or her class.

The person who cheat in school is cheating himself ~~by~~ by thinking that he is really going to accomplish anything at college by cheating. The whole point of going to college is to expand ones own knowledge, and in the progress pick-up some good learning skills that will help them get through life in the real world. While cheating through out college their telling themselves that this is what I'll do now, but I'll change when I get out. After they get out of college they will find that it's something that they can't stop doing, and sooner or later their gonna get caught.

The classmate of a person who cheat gets hurt too. Sometime a professor will grade on a curve. This means that he will take the highest grade in the class and substract it from the highest grade that could have been made, and add the difference to the grades of all the students in the class. If a person cheated and made a hundred, and the rest of

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class did very poorly then, ~~they~~ the class
~~of this class~~ would suffer, because
they couldn't get any points added
to their grade. This is only one ~~ex~~
example of how cheating hurts the class-
mates of a cheater.

I think that people should
stop cheating. If they can't accomplish
what they want by honest means then
they shouldn't be able to accomplish it.
People have to learn to except their
limitations at an early age so that
they can deal with them as they grow
older.

Cheating, stealing, committing a crime are all wrong doing, But to different degrees. It is not your for people to be dishonest. If ~~people~~ I see someone cheating I feel it is my obligation to report them because, the cheator is violating others and they need help.

There are new things in life that don't involve more than one person. When someone cheats, he or she most likely will involve another person or persons. On a test for example, if a person. Cheats from your paper, your rights to privacy are being violated, ~~as well as your feelings~~. You might have stayed up all night and did so much research and studying only to have someone look over your sholder & receive a Grade they don't deserve. Cheators should learn to earn ~~their~~ own grades and be honest with ~~themselves, himself~~ ~~Or to~~ Cheators should understand that

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they have no right now or later in life to violate a persons private affairs. A cheator may think he is not harming anybody, but in reality when a persons privacy is violated ~~they~~ there could be reprecussions to follow.

A cheator must realize early on that he or she needs help. If a cheator begins to depend on others, at some point in time, they will be faced ~~too~~ with a situation where they will have only themselfs to look for help. If a cheator comes to realize that depending on others is actually a harder route in life, they might desire to help themselfs.

A cheator could start to improve his or her life by first looking at the situation in simple steps. First, by making a committment not to cheat. ~~Then~~ Second, when a cheator realizes he is begining to depend on others, the cheator must stop and reevaluate the situation. Third, the cheator should take more responsibility and feel proud of what ~~they~~ [he or she] can accomplish on their own.

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Cheating happens all over the world. But, only the person who cheats gets hurt. Because cheating will hurt the person in the long run and cheating does not get you anywhere.

If you cheat, it hurts you in the long run. Cheating will help you pass a test, but it will catch up with you. If you want to become a doctor and you cheat on your exam to become a doctor it will catch up with you. Because when you become a doctor and you do not know something. It goes back to when you cheated on your test.

If you cheat, it will not get you anywhere. If you cheat your way through school, you will cheat your way through life. This will get you no where. But, a free room at the jail house. If you cheat on your school test, you will cheat people. Then they will not have anything to do with you. You will not be able to get a loan are able to get a job. Because no one will trust you if

people do not believe in you. You will be a nothing. And you will not get anywhere.

Cheating hurts only the person that cheats. These are just a few reasons the person will suffer. Cheating will hurt in the long and cheating will not get you anywhere.

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There is a constant problem in public schools of students cheating. Many people can get hurt, but I feel the two people that get hurt are those which cheat and those who let others cheat. This problem could stop if the students would go home and study a lot more often.

I really do believe the main person that gets hurt is the one who lets others cheat. This person does not realize that their hard work by studying all goes down the drain if he or she lets others cheat. In my opinion, it is best for the person who lets others cheat to just not do it. Even though these people know the material, they are still cheating when they let others cheat. It is often unfair to the rest of the class when the person who cheats makes a good grade. I just think that a person who lets others cheat is just as guilty as the party who cheated and should be punished.

Another person that gets hurt when people cheat is the person who does the

cheating. I think if these people would study, they would get along a whole lot better with the program. Sometimes I think it is just laziness of the student. I know that if every student really tried that they could do fairly well. Sometimes the person these people cheat off of do not know the answers themselves. So by doing this both students get hurt by failing an exam which is a waste of time. If these students would just study all of their problems would be so ___. It is unfair to the rest of the class when the person who cheats get a good grade on the exam and the others ___ who studys so hard for the exam fail. Often these students do not tell on the person that cheats not realizing that they are hurting themselves by not telling on the person who cheated. In other words, it hurts their grade.

There are many other people that get hurt when people cheat, but I feel that these tc that I mentioned are those which could be stopped. I think that if these two kinds of people are punished that everything will stop.

Peer-Questioning Activities

Overview

In the peer-questioning activities, students are paired in a pre-writing activity to help each other "discover" what information they want to include in a piece of writing. The students take turns asking each other a series of structured questions they have before them. After both students have had a turn in the role of both questioner and writer, the students separate to produce a draft of the writing assignment.

Logistics

For the peer-questioning activity, the students are paired; one student serves as the questioner and aids the other student in coming up with an idea for the piece of writing, in establishing major premises to include in the thesis statement, in unifying the topic, and in choosing minor support for the major premises. (Note that one common variation of this practice is to add a third role, that of recorder.) The students are provided with a set of questioning cards which guides them through the questioning process. The questioner begins with the first card only if the assignment has not been determined by the instructor. If the instructor has assigned a specific topic, such as an attack or defense of abortion or capital punishment, the questioner skips the cards designed to aid in discovering a topic and begins with the questions which lead the writer to think about audiences. If the instructor has specified the full rhetorical context, the student begins with the questions pertaining to major premises. The deck of question cards can be entered at any point, but the most important questions are the latter ones dealing with the detail and forms of support. This section is where students need to invest the majority of their time and effort. The students cycle

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through the cards, repeating the questions or inventing new ones as needed, until the writers feel confident they have taken notes on all the information needed to complete the writing assignment.

After the first person has "fleshed out" the topic sufficiently, the students switch roles; the questioner now becomes the responder. And the students repeat the entire process. When the process is completed the second time, the students may separate to write a first draft.

Directions for Students

Students are likely to feel insecure about the activity unless they understand completely what is expected of them. The following directions will make the peer-questioning activity work more smoothly:

Purpose: As a questioner, your goal is to find out what your partner means as exactly as possible. This task can be difficult because sometimes even your partner isn't sure what he or she means. For example, suppose your partner says, "I like flowers"; you will want to ask, "What kinds of flowers?" "What aspects of flowers?" "How strongly do you feel about flowers?" "Can you compare your feelings about flowers to your feelings about something else?" In this way, you will help your partner write with more detail and greater clarity.

Procedure: Feel free to ask your own questions. In fact, the best questions are those that you make up because you perceive a need for more information. The questions provided here, however, may give you a starting point. Feel free to skip around among these questions, or ask some of them more than once. For example, if your partner decides to write about cars and stereo systems as two types of campus status symbols, you might ask for illustrations or statistics for both of these subtopics. Try to work through the first questions as quickly as possible. These questions will help you to narrow your topic. It is important to get into the latter questions which ask for specific details as quickly as possible.

Turning questions into writing: Encourage your partner to take notes. You might say, "Why don't you write that down so you'll be sure to include it when you draft your paper?" On the other hand, your job is not to write the paper for your partner. You are helping your partner to discover and sharpen ideas so that a reader will understand what your partner has to say.

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When you and your partner are satisfied that your partner's topic
is well developed, it's time to change roles. Your partner will
now ask you questions to help you get ready to write. Once you
and your partner are off writing by yourselves, you may turn to
each other for additional questioning at any time you think it is
needed. You may feel blocked or uncertain about what to write
next. If that happens, your partner can run through a few
questions that will help you get back on track.

Helpful Hints

1. Model the process. The students are likely to be confused about what

they are supposed to do the first time. You can alleviate their fears

by placing yourself in the role of questioner and leading a student

partner through the process. By allowing the students to see how the

activity should work, you can head off some of the problems that always

come up. Many times, the students who are in the role of writer get so

busy responding to the questions or defending a position that note-

taking is minimal. You need to emphasize the importance of the

note-taking step when you model the activity, and frequently remind the

students to take notes as they use the activity. Another problem that

can be solved by modeling is the writer's being led, or pushed, by the

questioner to take a certain position. The purpose of the peer

questioning activity is to help the students in the role of writer

discover what they think about a topic. If the questioners are too

aggressive or opinionated during the activity, the writers may give up

their positions and adopt the positions of the questioners. Writers

don't learn much if this dominance happens. Good modeling of the process

can insure that the writers benefit from the activity. (The University

of Georgia Instructional Resource Center has produced a videotape that

can also help model this activity for students.)

2. <u>Vary the pairings</u>. Some students are just more verbal than others, and it is a bad idea to always pair a verbal, "take-control" type with a student who is verbally shy. Shy students learn little in the role of responder, other than the questioners' opinions; and verbal students learn little in the role of responder if the shy students are intimidated in the role of questioner. Another reason to vary the pairs is to improve the way the activity is running. Some of the students are going to be better at the peer-questioning activity than others. By pairing students who are having problems with the activity with students who are doing well with the activity, you can make things run more smoothly.

Probably the most important reason to vary the pairs is to allow students to see different perspectives. Students will benefit from associating with a variety of students with different backgrounds and different outlooks. If they are paired with students who think too much as they do, the activity really doesn't teach them anything; it simply reinforces what they think. Also, the questioners may be less likely to demand specific information and explicit examples for a position with which they agree. This point leads to another possible advantage in varying the pairings. Often you stimulate better interchanges in the peer-questioning activity by pairing students whom you know disagree. For instance, if a student is writing a paper in support of the current military build-up in this country, and you know you have a student who opposes that build-up, pair them; they will both learn from the experience. Then, the papers you get are likely to be better organized, more specific, and more logical.

3. <u>Be flexible in using the peer-questioning cards</u>. The heuristic that the question cards provide is a <u>suggested</u> method of questioning; it is

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not written in stone. The questions are necessarily generic and abstract
to apply to all possible subjects. They work well with some classes,
and not so well with others. They work well with some topics, and not so
well with others. Therefore, you need to be alert and inventive. Listen
to the students as they go through the activity. Are they getting
anything from it, or are they simply going through an exercise because it
seems to please you? More specifically, is their writing really better
for having used the activities? If not, you need to change something.
The best place to start is with the cards. Maybe they aren't fitting the
topics you've assigned. For instance, students might find the activity
more difficult to use when asked to write a narrative than when writing
an expository essay. And they probably should, since the peer-
questioning exercise is designed to work with expository writing in
particular. So you are left with a couple of options: you can make the
topics fit the cards, or you can write your own cards. In other words,
you adapt the card stacks that apply to different types of writing. The
important thing, though, is to make the exercise benefit the students'
writing.

4. Experiment with the activity. The peer-questioning activity was
originally designed to aid students in preparing to write persuasive
essays, but its use need not be limited to just that. For example, if
your students keep journals, it might be a useful class exercise to ask
them to share a piece of their writing with a partner for the purpose of
honing their skills at writing journal entries that really say what is
intended. Or they may want to work together to write an essay from one
of their journal entries that they never intended to make public. For
the latter exercise, it's a good idea to let the students choose which

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piece they'll expand instead of dictating what they'll write. Let the
students choose the piece which impresses them. You're bound to get a
better essay if they care about the topic.

Sometimes it is useful to have students run through the peer-
questioning activity for a second time after they have produced a draft.
They may want to meet with the original partner briefly to check how
closely they've adhered to the suggestions made at first. But, it is
also a good idea to let them get a fresh, new perspective on their
draft by going through the activity with someone new before the writing
of the final draft. One thing to watch for, however, is that the
sessions don't turn into "grammar scans." Comments about grammar, usage,
and such are good, and that kind of information should be exchanged at
some point. But it will only interfere with the development of the
paper if the writer is still in the revising stage. When the paper is
ready to edit, let the students meet again briefly, but not in the roles
of questioner and writer. They should meet the last time in roles of
proofreaders for each other's papers.

Peer-Questioning Cards -- Set 1

The following questions were developed especially to help students develop detail and support, though they may be used to guide students to construct a full rhetorical context for their compositions. Students may use these questions in varying order and should see them as starting points for discussion.

Questions for finding a topic:

> Did your instructor assign any particular subject area?
>
> Examples: Write about a short story you read in class.
>
> Write about an international crisis in this week's news.
>
> Answer the question, "What is the most noble reason for pursuing a college education?"

Questions for finding a topic:

> Did your instructor assign any particular form of writing?
>
> Examples: Compare and contrast two types of athletic games.
>
> Define the idea of good sportsmanship in athletics.
>
> Tell a personal narrative about an important incident in your experience in athletics.

Questions for finding a topic:

> Is there some topic in which you're especially interested because it is important to you?
>
> Examples: Employment prospects for a business major.
>
> The history of place names in Georgia.
>
> The major factors that cause marital tensions.

Questions for finding a topic:

> Is there some topic that interests you either because you know a lot about it, or because you'd like to learn more about it?
>
> Examples: How style of dress affects the impression you make on others.
>
> How the visual effects in popular science fiction movies are achieved.
>
> How insurance companies make profits.

Questions for finding a topic:

Did your instructor assign any particular audience for your writing?

Examples: Write for your classmates in this room.

Write for your instructor, who is a college professor.

Write for a general, cultivated readership.

Questions for finding a topic:

Did your instructor assign any particular purpose for writing?

Examples: Relate a story.

Explain a process for making some product.

Describe a scene.

Argue a position.

Questions for dividing your topic (major premises):

Does your topic break down into some sequence in time?

Examples: First you choose the ingredients, then you turn on the oven, then you grease the pan . . .

First factories burn fossil fuels, then sulphur dioxide is released into the atmosphere, then the sulphur dioxide becomes sulphuric acid, then the rain washes down the acid . . .

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Questions for dividing your topic (major premises):

Are some points more important than others?

Examples: Atlanta is a center for transportation, high technology
            inuustries, and finance. NOT, Atlanta is a center for
            transportation, high technology, and also has the Varsity
            restaurant, and also used to have a professional soccer
            team, but it went under b cause of poor support.

            We need to exercise our right to vote so that the best
            candidate can be selected, so that winning candidates
            will know how strongly the public supports their
            positions, and so that foreign enemies will not feel that
            our system of government is weak. NOT, We need to exercise
            our right to vote so that the best cand'date an be
            selected, so that winning candidates can guag; their public
            support, and so that we can chat with our neighbors while
            standing in line.

Questions for dividing your topic (major premises):

What must be present for your subject to be what it is, and not
something else?

Examples: For a date to be truly successful, it must include good
            talk, some kind of tangible goal, and honest affection.
            If the talk is missing, you have an activity or a project,
            but not a date. If the goal is missing, you have a visit
            or a conversation. If honest affection is missing, you're
            stuck with a social obligation.

            It doesn't make sense to speak of "classic" rock and roll
            music. For music to be classic, it must be appreciated by
            people of many different ages and cultural backgrounds. It
            must be a vehicle which binds performers to a common
            tradition, but still allows them to express themselves.
            Classic music must be subtle enough to allow listeners to
            interpret it imaginatively.

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Questions for dividing your topic (major premises):

How is your subject like something else, and how is it different?

Examples: Football is like war because it involves competition,
            strategy, courage, and loyalty. It is different from
            war because in football, people participate by choice.

            Raising a child is not like painting a picture. In
            painting, an artist has total control over the creation,
            limited only by his or her technique. In parenting, the
            child is exposed to so many influences that the parent
            cannot control. In both painting and parenting, however,
            the creator's ego is very much tied up in how people
            respond to the product.

Questions for dividing your topic (major premises):

What must your readers understand or believe before they understand
or believe your main point?

Examples: World War I came about because militaristic powers were
            arming themselves and had to find some outlet for their
            military power. The situation today is similar to that
            which preceded World War I. If the super-powers continue
            to arm themselves, we will inevitably be drawn into another
            world-wide conflict.

            There is good reason to believe that criminal behavior
            should be thought of as a biological disorder. An infant's
            sex is determined by chromosomes. Females have two X
            chromosomes while males have one X and one Y chromosome.
            Geneticists have discovered that many violent prisoners
            have an extra Y chromosome. Their criminal behavior is
            preordained by their chromosomes.

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Questions for unifying your topic:

Which of your subtopics are at the same level of abstraction or generality?

Examples: The parts of the flower are the pistil, stamen, and petal.
NOT, Flowers have pistils, stamens, and petals, and
orchids are among the most difficult flowers to cultivate
in northern climates.

An inadequate high school education leaves graduates ill
equipped for the job market, for higher education, and
for fulfilling personal growth. NOT, An inadequate high
school education leaves graduates ill equipped for the
job market, for higher education, and is a common problem
throughout America.

Questions to make your meaning explicit (minor support):

How do you know?

Examples: "The 1965 Mustang is the most sought after classic car."

"How do you know?"

"Well, I've gone to a bunch of classic car meets in
Atlanta, one in Knoxville, and one in Jacksonville. Also,
I read some classic car magazines. There are always more
notices inquiring about '65 Mustangs than any other kind
of car."

Questions to make your meaning explicit (minor support):

What do you mean?   Can you define it?

Examples: "Playing rock and roll music doesn't really require
much talent."

"What do you mean by talent?"

"Well, in jazz you need to improvise a lot more rhythms,
chord progressions, and keys. In classical music you
need a great deal of control over technique if you're
going to express yourself. So I guess I mean that
playing rock and roll music doesn't require that you
master a wide range of improvisational skills, and it
also doesn't require much control over technique."

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Questions to make your meaning explicit (minor support):

Can you give me an example?

Examples: "In America, the military is not supposed to run the government, but it often turns out that it does."

"For instance?"

"Just look at all the career military officers who have held high rank in the government. Ulysses Grant and Dwight Eisenhower became presidents after commanding our armies. Senators Denton of Alabama and Glenn of Ohio are career military officers."

Questions to make your meaning explicit (minor support):

What's it like? Can you describe it?

Examples: "It happened on a very cold day."

"Can you describe the cold?"

"It was the kind of day that makes your nostrils freeze together after about 30 seconds outdoors; the kind of day when the ground is so frozen it feels like you're walking on concrete; the kind of day that your skin sticks to the gas nozzle when you fill up your car."

Questions to make your meaning explicit (minor support):

Can you tell me about an incident that illustrates your point? Can you give me an anecdote?

Examples: "Everyone knows that dogs are loyal to their masters, but birds can be just as devoted."

"Do you know a story about a loyal bird?"

"Well, it happened to my brother when he lived in an apartment in Chicago. He couldn't have pets, but he had this pigeon that he would feed outside his window. Once my brother was awakened by a light knocking on his window ..."

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Questions to make your meaning explicit (minor support):

So what? What's the significance of that point? What conclusion do you draw?

Examples: "When Atlantic City, New Jersey, first allowed casino gambling, all of the operators were legitimate. Five years later, however, much of the gambling is controlled by gangsters."

"So what? I thought your topic was about legalizing marijuana."

"That's my point. If we legalize marijuana, we may intend to have sales run by legitimate businesses. But sooner or later the mob will move in and take control."

Questions to make your meaning explicit (minor support):

Is it like something else that I can understand more readily? Can you give me an analogy, a metaphor, or a simile?

Examples: "We can't just think about what's good for America. In the long run, we need to think about what's good for the entire Earth if America is going to prosper."

"Can you explain that to me in other terms?"

"The situation is like that of a person who runs an apple orchard. A road is being built, and the apple grower is glad that the road will be on her neighbor's property and not on her own. But the next season her apple crop is very poor because the bees that used to live in hives on the neighbor's land have been chased away by the road construction. The apple grower's trees can't bear fruit because of something that happened to the bees next door. All the countries on Earth are interdependent economically and ecologically. We can't make the same mistake as the apple grower and think that our neighbor's problems won't affect us."

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Questions to make your meaning explicit (minor support):

Did someone else with a great deal of credibility have something to say about your point? Can you cite an authori y?

Examples: "You don't have to know everything you're going to say when you start writing a paper."

"Who says? That's not what my ninth grade teacher told us."

"The poet and editor John Ciardi said so in an essay in Saturday Review called 'On Writing and Bad Writing.' Ciardi, who after all really ought to know, said that writing was a process of groping and changing."

NOTE: You must always document someone else's ideas through footnotes or other means.

Questions to make your meaning explicit (minor support):

Did someone else say that especially well? Can you give me a quotation?

Examples: "It seems a shame that the television news gives so much coverage to every single murder, but hardly any coverage to the drought and starvation in East Africa."

"People have probably been saying that for years."

"Well, it's like what Joseph Stalin, the Soviet dictator during World War II, said: 'When one person dies, that's a tragedy, but when a million people die, that's just a statistic."

NOTE: You must always document direct quotations through footnotes or other means.

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Questions to make your meaning explicit (minor support):

Can you generalize that in numbers? Can you give me a statistic?

F⁻amples: "Women in the job market earn a lot less than men."

"How much less? Is it just a small difference?"

"According to figures compiled by the U.S. Bureau of Labor
Statistics, on the average women earn about 50% of what
men earn. Of course part of the reason for that discrepancy
is that women hold a disproportionate number of low paying
jobs. But the same study shows that on the average if a
man starts out at a salary of $20,000 a year, a woman can
expect to make $18,000 a year starting out at the same job."

NOTE: You must always document the source of specific information that
may not be widely known. Do so by means of footnotes or an
equivalent method.

Peer Questions Cards -- Set 2

The following set of questions was adapted expressly to help students
draft assigned expository and argumentative essays. They can also be used for
between-draft peer questioning as an aid to revision. The purpose of these
questions is to help writers refine and execute their intended plans in order
to produce a more polished and effective piece of writing.

6.3

What is the topic? What are you going to write about?

--"Let's brainstorm a list of things we know enough about to write on."

--"Okay. You think out loud and I'll jot down what you say."

--"Let's see . . . surviving as a freshman at UGA, the best night spot
   in Athens, body building, the ten all-time best movies, how to pass
   the Regent's Exam . . .."

What are the constituent parts of your topic?

--"You're writing about selecting a career. What major points do you
   plan to cover in your paper?"

--"Well, it's a big topic. I could write about how college majors,
   personal interests. or physical stamina affect career choice. Then
   there are also family businesses, personal values, travel oppor-
   tunities, money factors, and dozens of others . . .."

From your point of view, what are the three (3) most significant constituent
parts of your topic?

--"All of that does relate to career choice. But you'd have to write
   a book to get it all in. What three major areas will you discuss?
   What three are most essential?"

--"I suppose personal interests, abilities, and prior experience
   relate most to career choice."

What evidence -- statistical facts, examples, opinions of experts,
narrative -- can you give to support the constituent parts of your topic?

--"How do you know that a 1967 Chevrolet Nova is a good investment?"

--"Chevrolet's production figures show that only 10,000 of that model
   and year car were made. Experts cited in a recent Super Chevy
   magazine estimate that only 2,000 of these cars remain in service
   on the road today. Examining the weight to power ratio shows the
   likelihood of faster excelleration . . . ."

Do you anticipate any opposition?

--"But the car is seventeen years old. Parts must be hard to find and expensive. You would have `o spend a lot of time and money restoring the car. You would never get your money back out when you try to resell the car . . . ."

--"I see how that might be a first impression. But current issues of Hemming's Motor News quote prices from $10,000 to $4,000 for these cars. Auto clubs, swap meets, junk yards, and even Chevrolet dealers provide avenues for parts' availability and competitive pricing . . . ."

Where will you look for additional facts or evidence?

--"Maybe this car does have investment possibilities. Where else can we find information?"

--"Let's check issues of all the leading car magazines for feature articles. Interviewing members of auto clubs may also tell us a lot and give us ideas for other sources of information. Special books have been published on these cars . . . ."

How will you begin?

--"What can you do to capture the attention of your readers? What's an interesting opening for this paper?"

--"How about a leading questions like 'Have you ever wondered how it feels to be internationally recognized?' Or maybe an assertive statement like 'I've found it: the best barbecue in Athens.' Or a catchy phrase . . . ."

What information will be included in your introduction?

--"The information in the introduction can help the reader anticipate what you'll cover in the piece. What do you want your reader to be ready for in this paper?"

--"The fact that there ere many ways to stay in good shape, one of which is working out witn weights. But weight workouts require careful supervision to be effective rather than harmful . . . ."

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What is your thesis?

  --"That's good information in the introduction. It's also helpful to
    your reader and for you as the writer to pinpoint the main focus of
    the piece in one informative sentence. What's that one sentence --
    the thesis -- for this paper?"

  --"Well, I want to focus on the qualities needed for surviving the
    freshman year of college. Maybe my thesis could be something like
    'Surviving the freshman year is thus a matter of wits, determination,
    and a healthy sense of humor.'"

Can you give five (5) examples to illustrate your major thesis?

  --"Politicians are crooks" is my thesis.

  --"Well, Richard Nixon was forced to resign, and so was his vice
    president, and then there was . . .."

How are you going to end your theme?

  --"Looking ahead to the ending of the piece may help you fill in the
    gaps between the opening and the conclusion. What will you say in
    the conclusion?"

  --"I want to re-emphasize the main point that playing the stock market
    is not a game, but a serious undertaking requiring previous experience,
    expert guidance, and a willingness to take reasonable chances . . .."

What will the last sentence of your theme say?

  --"Ending the paper well is just as important as opening well. How
    will you make your ending show some pizzaz?"

  --"Since I've quoted experts, interviewed practitioners, and accounted
    for the main points of the opposition, I think I'll end with an
    assertive statement. Maybe something like 'Not only is rock music
    a recognized form of expression, but it is definitely the musical
    mode of the future' is a good final sentence for this piece . . .."

Who is the audience?

--"Your topic is 'new options for utilizing the resources of our elderly or retired population.' Who might want to read about this topic?"

--"Retired people may read it to find out some options open to them for productively using their free time. Local service agencies may want to investigate ways the elderly can provide volunteer services for clients. Relatives may want ideas for cheering up a lonely grandaunt . . . . ."

Which ideas will your audience probably accept? Which will they reject?

--"'Aging' can be a touchy subject. You want favorable responses. What will your audience find reasonable and acceptable?"

--"We all know that retired people have years of valuable experience in areas of expertise that they can share with us. Many older people have successfully coped with personal losses, serious illnesses, or the changing values of society; they can help us learn strategies for dealing with these, too . . . ."

--"I agree that those are positive points. What can you predict as obvious audience turn-offs? What will your audience reject?"

--"No one likes to be referred to as 'useless,' 'old,' or 'probably senile.' I'll need to avoid negative or sexist terms. Stereotypes aren't acceptable, either . . . ."

What might be some good titles for your theme?

--"Looking at your entire piece, what title could you give it? Does it need to be serious or humorous? Will a short questions serve as your title? Or do you need a more formal title?"

--"There seem to be several possibilities you can help me choose among. How about one of these?

    Investing With Care
    Money: Never Leave Home Without It
    How To Be A Millionaire By Age Thirty
    The Stock Market: A How-to Guide
    Never Say "Crash" Again   . . . ."

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Whose opinions are you expressing -- yours or those of experts?

   --"What reasons do you have for saying that our educational system
     needs some innovative changes to meet our future needs?"

   --"In their recent books and reports, Boyer, Goodlad, and the
     President's Commission on Excellence in Education have all made
     specific recommendations for educational change. Specifically,
     they suggest a longer school day, more homework . . . ."

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Illustrative Student Essays

The following writing samples, presented as students turned them in, illustrate some of the effects of the peer-questioning activities. The papers labeled <u>Before</u> reflect students' initial thinking on the topic. The papers labeled <u>After</u> show students' elaborated ideas about the topic and a greater awareness of detail valuable to readers.

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In today's world inventions are being drawn & up and put together inorder to make living for the American society easier and faster. From back in prehistoric times man has always invented tools or objects which would make everyday living easier on the human body. For instance the wheel, with the invention of that where would we be without the automobile. Probably a lot healthier, but for many it means work and a way of making money. As long as we are people with minds ~~neither~~ we will have inventions. many of the inventions can be dangerous to ones ~~bad~~ health. The question then is, what invention should be invented and which ones ~~be~~ shouldn't

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Today inventions are being created to improve the lives of the American society, no longer do women have to wash clothes by hand, hang them out to dry; today we have machines which will do the work faster and better. Not only have there been inventions in improving our lives but also in improving or prolonging our lives. When considering these types of inventions one would be adament (sp) in saying that they are an asset to our society. But not all inventions are that wonderful. Recently, there has been much debate on how the television can impair one's own intellectual mind. Today, the average American person watches up to 12 hours of television

a day. By watching television our minds are not being used and as a result children are beginning to decline in their education. We must do something about this problem before we have lost all hope for any type of education.

When an average American person is asked when the last time he read a book, that person has to think for awhile before answering the question. If anyone has to think when the last time was he read a book then you know it's been awhile. People do not read as carefree as they once did. When reading a person not only uses his mind to read the words and understand what is being read, but the person also imagines the characters. He creates the faces of those characters and the colors of the clothes, etc. Television now does

that for the person. Instead of imagining what

the character looks like the television brings ~~puts~~

~~that~~ the character to life. When thinking

back on a book you have recently read or

in the past and television makes a movie out

of the book; how many times have you seen

the character in real life and have been disappointed

with the person then the one you created. We

take television for granted, not using our minds

in imagining the ~~character~~ characters, reading

the words, absorbing the material. Instead it is

all done for us, the only thing we have to do

is turn it on and sit back.

Throughout life children are imitating

their elders. Psychologist have proven that until

children imitate their mother or father, which

ever sex the child is, will that child find him-

self So it is natural for a child to imitate some-
one. A few years ago a young child of about
six years old had been watching the Bugs.
Bunny Cartoon Show. In the show,

Why Divorce

Divorce is the legal separation of a marriage were that the people involved no longer desire to be married. Divorce is the result of many different things that could have happened before or during the marriage.

Two-thirds of the new marriages of today that are being conducted between the ages of eighteen and twenty-one are ending up in a divorce within the first three years of the marriage. The reason why this is such a high rate is because many young people are not really thinking about the responsibility that they

will have as soon as they get married.

Such major reasons as the fact that it cost so much money to be married and that you automatically don't have the freedom to do as you please are major contributions to divorce. Two people may have gotten along ~~perfectly~~ great before they got married, but as soon as you start spending ~~it~~ twenty-four hours a day, seven days a week, with that person you may find faults that you didn't know before the marriage. These faults may be to you dislike and cause many problems. The lack of beigable to ~~get~~ buy what you may have been able to afford

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when you were single, is a ~~frustration~~ that

meets almost all ~~every~~ ~~newly~~ ~~married~~ newly weds - Another

contraction to divorce is the fact that you just

can't keep in your car and go play golf salt

againg with your buddies, as easily as you

could have before you were married.

The reality of marriage is alot more difficult

for people to see rather than the mirage at

the dream of being together. Many people can not

handle the reality and the responsibility of

marriage and decide to get out of it, through

divorce, before it is to late. People should think

about what they are doing instead of just jumping

into a marriage. If people read think I
believe my next marriages would work.

Divorce

Jane and Bob are both eighteen years old. Jane and Bob are going to be married next month. Bob is a forman at a mobile home construction plant and makes pretty good money. Jane is a receptionist for a doctor and makes a little over a hundred dollars a week.

Statistics show that a situation like Jane and Bob are in will end up in divorce. Within the first three years of marrage, two out 'of three times couples end up in divorce. If the marrage lasts more than three years a fifty percent chance of divorce will be tacked on for the next seven years untill their ten year anniversary —

Although Jane and Bob may think they love each other now they will soon find out that marrage is not all that it is built up to be. Many times young couples do not understand the responsabilitys that come along with

marrage. Two ~~Some~~ of these responsobilities are financial and sexual responsobilities to each other.

Although Bob and Jane may not have had a sexual ~~relationship~~ relationship with anyone else, when they get married it is against the law to have a ~~of marrage vows~~ sexual relationship with anyone else other than your wife or husband. This causes some problems exspecially when people get married at such a young age, because they may feel that they have not lived their singal life to the fullest.

The burden of finances causes may young couples to have very indepth fights within a short period of time. Maybe they both made sufficient livings when they were singal and do not understand were their money is going now. They will not be able to spend money as

carelessly as before and this causes severe hardships to some people.

Young people and all people should get to know the person they are going to marry very well. Be around them and understand them for a couple of years and you may find out that you will not be able to live with them —

Forensic Discussion Activities

Overview

In the forensic discussion activity, the class divides into two large groups or teams and debates a question on some policy or situation. In order to promote movement toward a detached, technical appreciation of argument, students identify (1) the type of argument used by the preceding speaker from the other team, and (2) the role within the policy debate of that speaker. The students make these identifications before being allowed to add their own comments. Midway through the class period, the two groups switch positions (physically and argumentatively) and take on advocacy of the point of view they had previously been opposing. Persuasive writing assignments may follow each forensic discussion.

Logistics

Give the class the question of policy phrased as a debatable resolution. For example, the statement might read, "Resol·ed, the police should be able to stop and search anyon·· they suspect might be dangerous even if they (the police) have no specific evidence that a person has committed a crime." Divide the class into two groups and assign one group the task of supporting the proposed policy and the other to defend the status quo. (To thwart arguments about position assignments, perhaps now would be a good time to assure the students that t..·y will have an opportunity to debate the other side of the issue later.) Students may have in front of them during the debate a copy of the two guides: (1) Types of Arguments, and (2) Role of Arguments in Policy Debates (see pp. 61-63). The Pro group begins, followed by the Con group. Before the speaker for the opposition (Con) can give opening comments, he or she must first identify the type and role of argument

used by the Pro speaker who began. The rest of the debate will follow, with each group alternating in turn. The instructor will serve as referee to insure that each group alternates properly and that each speaker identifies the type and role of argument used by the preceding speaker. After approximately 15 or 20 minutes (instructor discretion), the two groups stand up and actually exchange sides of the room. At this point, the debate starts over with each group advocating the position that it had been opposing. The debate concludes after 15 or 20 minutes more and writing assign nts are given.

Rationale for Students

Students may benefit from a rationale such as the following one:

Most of us have opinions about almost everything. (In fact, if we do not have opinions, probably we have not taken the time to think through the issue.) It's important, however, to do more than just assert our opinions. Support and reasoning are crucial in argumentative writing; for, unlike arguing face to face with an opponent where we can use gestures and expressions that convey strong feelings about an issue, an argumentative theme is won or lost on the strength of the written text. In these forensic discussions, we learn to be analytical about our reasoning so that we can better support our points of view when we do write.

Helpful Hints

Each instructor will have to adapt the activity where necessary to fit into the parameters of particular settings, but here are some suggestions that may make for smoother running forensic discussions:

1. Model the process. All of us have some degree of reticence at the start of something new. Remember this fact applies to your students, too. If at all possible, get a colleague to help you model the activity. Despite the fact that the two of you will be doing all the arguing (in the actual debate, group members will take turns arguing), the students will get a good idea of how the activity should flow. Begin by explaining the rules

of the activity, making certain that the students understand what follows what. Perhaps you and your colleague will want to use a prepared script that clearly illustrates or gives attention to the type of argument and role of that argument. For example, my opposing response to my colleague's proposal for a policy change could go something like this: "Ellen, your use of examples in your comments is good, but they are not significant enough to warrant the need for a new policy . . . ." Here the focus is on the words "examples" and "need." I have recognized that my opponent used examples as support for her essay, and I have identified them as such. Also, by mentioning "not significant enough to warrant a need," I have identified the role of my opponent's example argument in the debate. She was arguing the "Need for Proposal" role (see p.   ). After you and your colleague have run through the activity for 10 to 15 minutes, exchange sides and positions just as the students are expected to do. Then proceed for 10 to 15 minutes more.

If you find that the students are weak in identifying the type of arguments used, you may want them to keep a checklist. Each time you or your colleague begins a comment, ask the students to jot down the type of argument and role that they think the two of you are using. After a session, compare your assessment of what you and your colleague actually did with what the students picked up on. In this way, you assure that this information is learned and that the students see how the activity should progress.

2. <u>Give careful consideration to the composition of the two groups or teams.</u> Possibly, in both groups there could be found students who are perfectly content to   back and let other, more enthusiastic and vocal members of the group do all the research and actual debating. These students

will remain unproductive within what is referred to as the "Leaderless Group" (see pp. 11-18: "Using Groups to the Best Advantage"). You will need to intervene here, possibly even to the point of assigning the members of both groups. If you must make group assignments, be certain to achieve a good mix of vocal and less vocal students, as well as a mix of those students who are self-starting and will do the necessary research along with those who need prodding to get to the library.

You may want to suggest that each team choose a captain and a co-captain to be in charge of the efforts of the group as it prepares for the debate. Making certain that every person on the team has a research point to investigate and that every member has a time to speak during the debate are just two of several duties that this captain may have. Everybody does the necessary research to argue the team's position, but the captain may serve as "ramrod" to get the work done.

3. **Allow for adequate research time.** keep in mind that students who lack extensive prior knowledge about debatable issues of policy (i.e., most basic writers) will definitely need time to do research if they are going to argue with any effectiveness. If the question of policy which is being used is a sophisticated or complex one, students will need more time. Additionally, you may want to have an informal brainstorming session with the class to generate a listing of resources and information centers that may be available to the team members. For instance, while researching one of the policies (police authority to "stop and search" suspects), the students in one class discovered in the county which is home for their university that there were five separate law enforcement agencies, a successful legal aid center, a police training academy, and an active chapter of the American Bar Association in

addition to their campus library and the law school library. Needless to
say, these students had ample resources for interviews and printed
material, and, in one instance, they obtained the report of an actual
"stop and search" incident provided by one of the police agencies.

4. Make sure the debate follows the rules set up in the logistics' outline.
    If the question of policy is a controversial one and if the students have
    done their research and have powerful points, there may be a tendency to
    forget or forgo the established protocol set up for this activity,
    especially if the side versus side arguing becomes heated. You must
    referee to make certain that the groups alternate in turn. Also, you
    must insure that each new speaker, before commenting, first identifies
    the type of argument and the role of the argument used by the preceding
    speaker.

    After the forensic debate activity has been used several times
    and you can be sure that your students can identify the various types of
    arguments and the roles of those arguments, you may want to release the
    students from having to make these identifications. In actuality, you
    will probably be less concerned about the accuracy of the students'
    identifications and more concerned that they make the effort to be
    analytical about the reasoning before injecting their own views.

5. Allow for persuasive writing assignments to follow each of the debates.
    If time permits immediately after a debate, but definitely within the
    next day or so, have the students free write to clear up their ideas
    from the fray that may have occurred during the debate. This early
    writing allows the students to get their ideas and the ideas and opinions
    brought up by the opposition into some perspective. Later, you can have
    the students write an argumentative theme that allows them to use all of

the information obtained both from their own research and that discovered

by looking at the topic from the angle of another student.

Types of Arguments

1. <u>CAUSE AND EFFECT</u>: Something i- the caure of something else. If we observe an effect, we can be pretty sure that the cause is responsible. If we observe the cause, we can be pretty sure that the effect will follow.

    <u>Example</u>: If we legalize marijuana, more people will become hooked on hard drugs, since smoking marijuana causes people to try hard drugs. After all, once you've broken one law against drug use, it's easy to break another. Also, marijuana gives us bad judgment, so it's harder to resist the temptation of hard drugs.

2. <u>EXAMPLE</u>: What is true in a particular example (or examples) is true in general.

    <u>Example</u>: If more people use marijuana, we will see more tragic deaths from drug overdoses. After all, Jimi Hendrix, Janis Joplin, and John Bellushi were all thought to have died from drug-related causes.

3. <u>ANALOGY</u>: What is true in one case will be true in another case that is similar.

    <u>Example</u>: We should legalize marijuana because we are just wasting money trying to prohibit it; we'll never be successful in wiping it out. After all, think about the period during the 1920's when alcoholic beverages were prohibited. The government eventually had to return to allowing alcoholic consumption because Prohibition simply wasn't working.

4. <u>SIGN</u>: When two things usually occur together, if we observe one of those things, we can be pretty sure that the other exists.

    <u>Example</u>: When we allow marijuana use to go unchecked, we are allowing our civilization to fall apart. Whenever large numbers of people pursue pleasure that has no constructive effect, that's a sure sign that civilization is going down hill.

5. <u>AUTHORITY</u>: If a competent expert says something, it's probably true.

    <u>Example</u>: The District Attorney of Blue Earth County agrees that we should legalize marijuana. She has prosecuted a large number of cases involving marijuana possession, and she concludes that these court cases are a waste of the taxpayers' money.

Roles of Arguments in Policy Debates

Supporting the new proposal:

If you are supporting the new policy you must show three things:

1. NEED: There is a problem, and the existing policy does not solve it.

Example: Drug smuggling is a major problem in the United States. Many violent crimes are committed by criminals engaged in drug smuggling. Stiff laws which make possession of marijuar- illegal are not stopping the drug smuggi s.

2. SOLUTION: The new policy would help to solve the problem.

Example: If marijuana were no longer illegal, then bringing marijuana into the country would no longer be a criminal activity. Legitimate businesses would take over and violent criminals would no longer be involved.

3. PRACTICALITY: The new policy can be implemented and would not create new problems that might be just as troubling.

Example: It would take a simple act of Congress to legalize marijuana. So many people use marijuana now, that there probably wouldn't be much increase in usage. Besides, even if more people did use marijuana, the situation wouldn't be as bad as all the drunk drivers on the road who use alcohol.

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Attacking the new proposal (supporting the existing policy):

If you are attacking the new policy and defending the policy which already exists, you must show three things:

1. <u>NO NEED</u>: The existing policy does a good job of controlling the problem.

   <u>Example</u>: The existing laws which make marijuana illegal have a powerful effect. These laws keep most youngsters from running around intoxicated all the time. Most youngsters who do use marijuana use it sparingly because it is pretty expensive, and they are also afraid of getting in trouble with the law.

2. <u>NEW POLICY WOULDN'T WORK</u>: Even if there were a big problem, the proposed policy wouldn't solve it.

   <u>Example</u>: Even if marijuana were legalized, we would still have the most dangerous kind of drug smuggling. Narcotics, like cocaine and heroin, would still attract the most violent criminals.

3. <u>NEW POLICY WOULD CREATE PROBLEMS</u>: If we adopted the proposed policy, we would face a whole new set of serious problems.

   <u>Example</u>: If marijuana were legalized, we certainly wouldn't allow young kids to use it, any more than we allow young kids to drink alcohol. We would need a whole new set of regulations and a whole new set of police procedures to make sure that young kids don't get hold of marijuana. Keeping alcohol out of their hands is enough of a problem. Why add this one?

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PROJECT SYNAPSE-FIPSE
Forensic Discussion

Sample Resolutions

Suggested topics for discussion and follow-up essays. The following are
resolutions advocating new policies:

Theaters that show sexually explicit films should be shut down.

The power to send American soldiers into combat in undeclared wars should be
taken away from the Presi nt and given to Congress.

Undergraduate students should have the right to create their own programs of
study; there should be no college regulations about required courses.

Police should be able to stop and search anyone they suspect might be
dangerous even if they have no specific evidence that a person has committed a
crime.

There should be no violent episodes allowed during prime television viewing
hours.

People who send their children to private elementary and high schools should
be given a break on their taxes.

Students should be able to decide which college faculty members are hired or
fired.

Scholarships for college study should be based only on academic ability, and
not on financial need or athletic ability.

Every healthy American male and female should be required   spend two years
in military service immediately following high school graduation.

Courses in music appreciation for high school and college students should be
about popular music like rock and roll, jazz, and soul music.

Illustrative Student Essays

The following writing samples, presented as students turned them in, illustrate some of the effects of the forensic discussion activities. Notice the use of a reportorial, detached point of view and the inclusion of specific supporting statistics and details.

Gun Control: We Need to Improve It

Gun Control is a major concern of
today's American people. Handgun crimes are
too numerous in today's society; and
little is being done to control these types
of crimes. Some people cry that gun
control will not reduce crime because
criminals will always have access to
guns. Also, they feel that gun control
would deny law-abiding citizens the
right to bear arms.

Nevertheless, we must take
measures to better gun control. There is
no way to stop handgun crimes altogether,
but they can be lessened by enforcing
handgun registration laws, banning
"Saturday night" .22 caliber pistols, and

making penalties for handgun crimes more severe.

First of all, we can enhance gun control by enforcing handgun registration laws. A national registration may cause a little inconvenience to those who already own a gun, but it would stop many criminals from obtaining guns, and that is more important. Most law-abiding citizens ~~that~~ that already own guns would register their guns if it would be beneficial to society. The registration of handguns would reduce criminals' selection of guns, because registered guns are much easier for police to trace back to the criminal who ~~committed the~~ used the gun in a crime. Some authorities

feel that a national registration would encourage the black market to sell illegal guns to criminals or others who don't want to register their guns. Nevertheless, a national registration would enable police and detectives to focus more attention on the black market, and possibly diminish this group of people.

Secondly, the banning of "Saturday night" .22 caliber pistols and other small handguns would be very beneficial to gun control. Banning these small handguns would would cut down on a g_' percent of crimes, because these guns are easy to conceal. Because they are easy to hide, it makes

them very effective. These small guns will fit in a pocket, and yet they are still deadly. The only use for these types of guns is killing. They are too small and inaccurate to hunt effectively with. If we can ban "Saturday night" .22 caliber pistols and other small handguns, then criminals will be forced to use larger guns that cannot be easily concealed. This will result in more arrests, rather than crimes.

Finally, gun control can be improved by making penalties for handgun crimes more severe. Courts need to stop giving leniency, pardons, unwarranted paroles and make criminals pay for the crimes they committed. If

criminals know that if they use a
handgun to rob or to harm someone
they are facing a definite jail sentence
with no parole, then they will think
twice before they commit the crime. When
criminals begin to learn of the severity
of these sentences, then it will ~~result~~

result in a decrease in gun-related crimes.

   In the end, it is clear to
see the reasons we need to improve
gun control. Unless we take action
to improve gun control, then handgun
crimes will continue to increase. By
enforcing registration laws, banning
"Saturday night" .22 caliber pistols, and
making penalties for handgun crimes
stricter ~~there~~ there will be a decrease

too handgun crimes. If we take these
three steps, they will prove to be
beneficial to society.

Gun Control, or Gun Growth

  The issue of gun control causes
much confu among some citizens of
the United States. The conflict
stems from the fact that some
people feel there should be no
requirements on the buying and
elling of handguns, while others
believe that federal law should
require registration of all handguns
and licensing of all handgun
owners. It is clear that there
is only one logical choice
available. Our country must regula't
such dangerous and destructive
weapons or we will eventually
terminate ourselves.

Certain people believe that
this kind of control is in
violation of the Second Amendment
Contrary to these beliefs, the
Second Amendment guarantees us
the right to bear arms
without mention of registration.
We'll still be able to bear
arms, but the owner will
have to register the arms and
carry a license permitting the
use of the arms. Others feel
that it is not the handguns
but the criminals we need to
worry about. Barry Goldwater,
for instance, writes in his essay,

"Why Gun Control Laws Don't Work," "I believe "our only hope for reducing crime in this country is to control not the weapon but the user" (pg. 129 SR). Still others think that, by enacting national registration, crooks will still get the weapons they want and we will end up paying alot of tax dollars in the process of registration.

Though they are all good arguments, none of these excuses is strong enough to persuade anyone who cares, especially the loved ones of a victim of a handgun killing. There's no reason we

shouldn't have mandatory registration
and licensing. It is true that
the criminal is the real source
of the crime, but if guns were
just a little bit harder for
that criminal to get, some lives
will be saved. The only other
half-way sensible argument is
that of money. Sure regulation
might cost taxpayers money, but
doesn't saving lives seem to be a
good enough cause? Isn't that the
kind of thing we would want our
tax dollars to go for?

The solution seems clear,
by requiring registration of
handguns and licenses of all

handgun owners — we would eliminate a substantial number of handgun crimes, deaths, and accidents. After all, according to Atlantic magazine, March, 1981 editorial, "50 percent of murders, 40 percent of robberies, and 23 percent of aggravated assaults are commited with handguns." Compared to countries like Japan and Great Britain, America's handgun murder rate is an embarrassment. Lance Morrow writes in his essay, "It's Time To Ban Handguns," "The rest of the planet is both appalled and puzzled by the spectacle of

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a superpower, so politically

stable and internally violent"
(pg. 125, CR).

In conclusion, I feel the verdict is clear. Mandatory registration and licensing of all handgun owners are something long overdue. We can't keep letting just anyone buy a handgun. This has already cost America enough lives — and enough presidents' lives too.

The Role of Grammar Instruction

The role of grammar instruction in the teaching of speaking and writing has long been an issue of debate. During the last several years, however, theorists and practitioners have basically agreed that grammar taught out of the context of meaning-making activities does little to improve students' skills with grammar, usage, or mechanics. Such instruction, often remedial in nature, tends to focus on error and thus discourages students from taking risks with new constructions. As a result, students become overly concerned with keeping sentences mechanically correct. Driven by what they perceive as rigid rules of grammar, some students may even sacrifice certain ideas if they are uncertain whether they can express them in error-free prose. Consequently, instructors encounter difficulty in determining which constructions students know and use competently, which ones they are simply afraid to try, and which ones might appear in students' writing with appropriate instruction and encouragement. A related problem is distinguishing between errors of ignorance, misunderstanding, or linguistic interference and errors of forgetfulness, inattention, or carelessness. The former may require some direct instruction. The latter require that students expend more energy in monitoring their own writing. The motivation to monitor arises most naturally when writers engage in authentic communication events.

The approach to instruction in writing mechanics recommended to accompany the program of oral communication exercises is two-fold. First, teachers must be prepared to engage in some direct instruction in grammar and usage, but not as rote, workbook drill. One purpose of this direct instruction is to inform students about matters in writing mechanics of which they are truly ignorant, to let them know, for example, of the power of the appositive phrase and the manner in which it is embedded in sentences. Another purpose is to encourage

students to take risks with constructions about which they are uneasy, to let them experiment, for example, with transforming prose which is over-burdened with surbordinate classes into prose which exploits the full diversity of verbal and nominal phrase constructions. To accomplish these ends, the best texts to use are those which the students themselves have produced -- their own compositions. Instructors have no teacher's manual to follow in this endeavor. Rather, they must exercise their sensitivity to the kind of language their students are producing. When student writings seem to systematically display certain errors, or systematically circumlocute around certain constructions, the instructors will pull passages from the essays for class presentation. These are dealt with in the spirit of problem solving. "What other ways do we have to express these ideas?" "What are the advantages of one expression over antoher?" "Let's experiment with other ways of packaging this information." "Let's think about how we can phrase this and punctuate this to ease the readers' burden, to provide clear signals rather than forcing the reader to navigate by guess work."

The second approach to writing mechanics approach recommended here asks students to become sensitive to difficulties in their own essays, to become more industrious in becoming self-monitors. Reading their works aloud is one technique that helps in this regard. A second is the individual assignment of specific writing mechanics modules that point to errors in the student's writing. During the first weeks of class, students write diagnostic essays. These are "power tests" in the sense that students are given prompts which ask them to revise them for a reader who will be put off by mechanical errors (a newspaper editor). The revision prompt gives students a chance to rectify errors of haste, carelessness, and inattention. Instructors identify violations (and occasionally identify constructions that students seem to be

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avoiding) in each essay and attach corresponding modules. The modules, each of which is highly focused, in addition to providing examples and exercises for student review, ask writers to return to their essays and figure out why the particular module was assigned. They are to rectify their own errors. From time to tome during the term, instructors also assigned (or reassigned) modules on an individualized basis depending on recurring problems evident in students' essays. With instruction thus fresh in their minds, students re-read and evaluated their own constructions with the goal of polishing and "tidying up" their pieces. The making and marking of errors were deemphasized, while the correction of errors became a natural, integrated part of the composing processes of these students.

The advantages of the modules are thus three-fold:

--The modules allow students to work on those areas in which they
  display weaknesses. A student who can properly use possessive
  pronouns, and who displays th.s in actual writing, does not have
  to sit through a lesson on possessive pronouns. Each module
  covers a very narrow type of writing convention.

--The manner in which the modules are delivered demonstrates to
  students that the need for working on writing conventions arises
  from weaknesses in their own work. Students know that they are
  assigned modules because of something they, themselves, did. The
  "Now it's Your Turn" section of the modules encourages students
  to return to their own writing and apply the modules' lessons.

--The modules remove drill in grammar and mechanics from the
  classroom. Students work on the modules outside of class
  where they have an opportunity to work them through with some
  reflection. Concomitantly, the focus of the classroom is
  drawn away from surface error remediation so that the class can
  properly focus on enhancing more central rhetorical skills.

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Sample Grammar Modules

The following are the grammar modules used in conjunction with a program of oral communication act' 'ities in composition classes. The modules were attached to student papers if the corresponding error was noted within the papers. Students then worked through the modules and returned to their own papers to spot and correct their violations. Different groups of students may characteristically produce different types of errors. Some instructors may therefore need to construct additional modules for use in their classes.

Writing Mechanics Modules: Master List

Commas In A Series

Commas After Introductory Expressions

Commas With Non-Restrictive Clauses and Phrases

Commas To Separate Main Clauses in a Compound Sentence

Sentence Fragments

Subject-Verb Agreement

Pronoun-Antecedent Agreement

Reflexive Pronouns

Relative Pronouns

Possessive Pronouns

The Possessive/Gerund Construction

Participle and Infinitive Verb Forms

Verb Inflection

Conjunctive Adverbs

Definite and Indefinite Articles

Apostrophes

Quotation Marks

Semi-Colons

EXAMPLES
The contractor purchased plywood, nails, shingles, and tarpaper
at the building supply store.

The warm, sparkling fire flashed quietly in the deep hearth.
(Compare: The warm and sparkling fire flashed quietly in the deep
hearth.)

(NOTE: Sometimes coordinate adjectives, like warm, sparkling in
the sentence above, are read more smoothly without commas.
Consider: The warm sparkling fire flashed quietly in the deep
hearth.)

RULE
Use commas between items in a series.

CONCEPTS
Series: A series is like a list. Anytime you string together
words or phrases of the same grammatical form, you have a series.

Exercises

COMMAS IN A SERIES

Directions: In each of the following sentences, insert a comma if
it is needed. If a s ntence is correctly punctuated, mark C.
Consult the accompanying lesson sheet as needed.

1. The space shuttle caused a sonic boom that shattered windows
rang wind chimes and frightened dogs.

2. I came I saw I conquered.

3. Deep in the woods the alien spacecraft hovered quietly
descended for a moment and then disappeared into the midnight
sky.

4. Floyd shouted the orders amidst a flurry of new arrivals:
"Get those suitcases down off the bus take these people past the
first checkpoint help women and children through the line and
hurry up'"

5. Antoine showed a fierce determination to survive in the
leaking dilapidated wave-tossed lifeboat.

6. Child psychologists believe that babies need a stimulating
environment in order to become happy, healthy adults.

7. Today most kindergarten and first-grade classrooms provide
bright cheerful environments: the drab walls and oversize desks
of the past have been replaced with colorful posters and beanbag
chairs.

8. Clem's blue wool suit was a sharp contrast to his dirty smelly
sneakers.

9. Clem's dirty, smelly sneakers were matched only by his torn
argyle socks.

10. American yachtsmen on the _Liberty_ competed against talented
well-prepared rivals from Australia in the America's Cup Race.

NOW IT'S YOUR TURN...
Read your essay carefully, and note any errors involving uses of
the comma in a series. Rewrite each sentence using correct
punctuation in the space below. If you cannot identify any
errors of this type in your essay, then rewite four sentences
from your paper so that they contain a series correctly
punctuated with commas.

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COMMAS AFTER INTRODUCTORY EXPRESSIONS

EXAMPLES

After an introductory adverb clause--
<u>Although the famous psychic Uri Geller claims to have</u>
<u>supernatural powers</u>, professional magicians can explain virtually
every one of his feats as some method of trickery.

After a long prepositional phrase--
<u>On his farm in rural north Georgia</u>, Kenny Rogers reportedly tries
out many of his new songs on cattle and horses.

After a verbal phrase--
<u>Standing quietly in line for many hours</u>, consumers in Poland
often spend half a day waiting for meat and other scarce
commodities.

RULE

Use a comma after an introductory adverb clause, a long
prepositional phrase, a verbal phrase, and certain other
expressions.

CONCEPTS

Adverb clause: An adverb clause, like any clause, consists of a
subject phrase plus a verb phrase, and usually expresses 1)
manner (as, as if, as though), 2) place (where, wherever), 3)
time (when, before, since, as, while, until, after, whenever), 4)
reason (because, since), 5) purpose (in order that, so that), 6)
concession (although, though), 7) condition (if, unless).

Prepositional phrase: A prepositional always begins with a
preposition and ends with a noun phrase (e.g., <u>in</u> the bank,
<u>through</u> the door, etc.). Consult your grammar handbook for a
list of most prepositions in English.

Verbal phrase: A verbal phrase contains a verb usually ending in
-ing or -ed, such as "running" or "rejected." A verbal phrase
may also contain an infinitive, such as "to run" or "to reject."
A verbal is never the main verb of a sentence; verbals always
appear in addition to the main verb. Ask your instructor to
explain further.

Exercises
COMMAS AFTER INTRODUCTORY EXPRESSIONS

Directions: In each of the following sentences, insert a comma if
it is needed. If a sentence is correctly punctuated, mark C.
Consult the accompanying lesson sheet as needed.

1. When Henry finished work at midnight he locked the doors
behind him and waited for the city bus.

2. In the middle of a stormy night on Broadway the unemployed
actress wandered aimlessly down the sidewalk.

3. Thinking carefully about all his father had told him John sat
quietly on a park bench in Atlanta.

4. Even though the man had few chances of winning, he continued
to buy one raffle ticket after the other.

5. Depressed about his betting losses, Freddie sat quietly with
an empty beer can in one hand and some loose change in the other.

6. From the farmhouse window on a clear day in March Mindy could
see skiers racing down the snow-capped mountain.

7. If the Goodyear Tire and Rubber Company did not call him back
to work by the end of the week John planned to seek employment
elsewhere.

8. Wearing high heels and long white gloves Roxanne strolled into
the ballroom with an escort at her side.

9. In the restaurant Mary glanced over her shoulder at the
elderly gentleman sipping a rare wine.

10. As soon as the team left the muddy field sports reporters
from all three networks readied their note pads and began asking
for interviews.

NOW IT'S YOUR TURN...
Read your essay carefully, and note any errors involving commas
after introductory expressions. Rewrite each sentence using
correct punctuation in the space below. If you cannot locate any
errors, rewrite four of your sentences so that they contain
introductory expressions with correct punctuation.

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COMMAS WITH NON-RESTRICTIVE CLAUSES AND PHRASES

EXAMPLES

[Be careful! Both of the following examples are punctuated
correctly ᴄ   have drastically different meanings. If you are
not careful about how you punctuate sentences such as these, you
may alter drastically the meaning of your sentence.]

To set off non-restrictive clauses--
Governors, who take bribes, betray the public trust.
(This sentence is the same as saying the following: All
governors betray the public trust; and by the way, all governors
take bribes. NOTE: The commas are used to set of a
non-restrictive clause.)

Governors who take bribes betray the public trust.
(This sentence is the same as saying the following: Only those
governors who take bribes betray the public trust; governors who
refuse bribes do not betray this trust. NOTE: There are no
commas here because the clause is restrictive.)

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To set off non-restrictive phrases--
The Johnny Appleseed festival, held in Lisbon during September,
attracts tourists from throughout the midwest.
(This verbal, held...September, is additional or by-the-way
information. It does not restrict or specify the noun phrase
that precedes it.)

The festival held in Lisbon during September attracts tourists
from throughout the midwest.
(This phrase, held...September, restricts the noun (festival)
that precedes it; in other words, it is the writer's way of
showing that the festival held_in_Lisbon_during_September is
diferent from, for example, the festival held_in_Columbus_during
September.

RULE

Use commas to set off non-restrictive clauses and phrases. Don't
use commas when the clause or phrase is restrictive.

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CONCEPTS

Restrictive vs. non-restrictive: A restictive ohrase or clause
limits or restricts the noun that precedes it to some sub-set,
while a non-restrictive phrase or clause leaves the noun that
precedes it as is. In the first example, this is what makes the
difference between all governors and some governors.

Who, Which, and That: These three words often begin restrictive

and non-restrictive clauses; they are called relative_pronouns.
It may be helpful to remember that one of them-- that-- is never
used to begin a non-restrictive clause. Therefore, if that_
begins the clause, don't use commas.

◊ADVANCED RULE
Use commas to set off an appositive phrase--
My brother, Harry, leaped off the garage roof and broke his foot.

Richard Nixon, the only president to resign from office, was
elected in 1968.

[Appositive: This term usually refers to a noun or noun phrase
that renames the noun preceding it. Appositives are usually
non-restrictive because they simply identify some noun for the
reader. In the example above, Harry and the_only
president...office serve to label the preceding noun. Sometimes
an appositive can be restrictive, though, and you should ask your
instructor to explain further.]

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Exercises
COMMAS WITH NON-RESTRICTIVE PHRASES AND CLAUSES

Directions: In each of the following sentences. insert a comma if
it is needed. If a sentence is correctly punctuated, mark C.
Consult the accompanying lesson sheet as needed.

1. Jimi Hendrix who was once admired as rock's greatest guitarist
died of a drug overdose.

2. Famous comedians like Steve Martin, who usually appears before
audiences in a white suit, often choose trademarks to distinguish
themselves from other comedians.

3. Rodney Dangerfield, whose red necktie is now a part of the
Smithsonian's collection on popular culture, is also known for
saying "I don't get no respect."

4. The Statue of Liberty given to the United States by France
stands proudly in New York as a symbol of freedom from
oppression.

5. The marathon held annually in Atlanta and known as the
Peachtree Road Race attracts runners from all over North America.

6. The giant Boeing 747 ascended from the runway of Atlanta's
Hartsfiefld International Airport which is now the world's
largest air terminal.

Directions: Unlike the exercises above, the following sentences
either do or do not require commas depending on the writer's
intended meaning. Make your decision according to meaning called
for.

7. The marathon which is held annually in Atlanta a tracts
runners from all over North America. (The marathon is understood
to be the Peachtree Road Race.)

8. The marathon which is held annually in Atlanta attracts
runners from all over North America. (The marathon is not
understood to be any particular marathon and needs to be
restricted to the one that is held annually in Atlanta.)

9. Police searched Milan for the captive held hostage by the Red
Brigade for three days. (Police searched only for the captive
held by the Red Brigade and did not search for other captives
being held.)

10. Police searched Milan for the captive held hostage by the Red
Brigade for three days. (There was only one captive being held
in Milan, and police were searching for him.)

11. My sister Mary enrolled in dental school last summer. (I

have only one sister. and her name is Mary.)

12. My sister Mary enrolled in dental school last summer. (I have more than one sister, but only the one named Mary went to dental school last summer.)

NOW IT'S YOUR TURN...
Read your essay carefully and locate any errors involving uses of the comma with non-restrictive clauses and phrases. Rewrite these sentences using correct punctuation in the space below. If you cannot locate any errors of this type in your essay, then rewrite four of your sentences so that they contain a non-restrivtive clause or phrase. Punctuate these sentences correctly.

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COMMAS TO SEPARATE MAIN CLAUSES IN A COMPOUND SENTENCE

EXAMPLE

The great whales of our planet were threatened by extinction from
commercial fisherman, but a recent ban against whaling
expeditions may yet save these fascinating creatures.

RULE

Use a comma when you have a compound sentence and the first
sentence is linked to   second by a coordinate conjunction--
and, but, or, nor, for, so, yet.

CONCEPTS

Main clause: A main clause consists of a subject phrase and a
verb phrase. If its first letter were capitalized and a period
were place at the end, it could stand alone as a complete
sentence. In the example above, there are two main clauses: 1)
The great whales...fisherman. 2) A recent ban...creatures.

Coordinating conjunction: Coordinating conjunctions link or
conjoin one sentence with another to make a compound sentence.

Compound sentence: A compound sentence consists of at least two
main clauses linked by a coordinating conjunction. A simple
sentence, on the other hand, consists of only one main clause.

Exercises
COMMAS TO SEPARATE MAIN CLAUSES IN A COMPOUND SENTENCE

Directions: In each of the following sentences, insert a comma if
it is needed. If a sentence is correctly punctuated, mark C.
Consult the accompanying lesson sheet as needed.

1. My out-of-town relatives were amazed at the size of Stone
Mountain and they insisted on hiking all the way to the top.

2. My out-of-town relatives were amazed at the size of Stone
Mountain and insisted on hiking all the way to the top.

3. The attorney general will not release the contents of that
secret file so Congress has decided to subpoena the controversial
documents.

4. We can go to Martel's restaurant for dinner or perhaps we
should try some place less expensive.

5. The elderly couple searched the parking lot for a space for
the handicapped, but all designated places were taken up.

6. Reporters and photographers gathered quickly around the front
entrance to the theater so we left quietly through a back door.

7. Within seconds the computer displayed a list of names and
addresses but gave an error message when we requested credit
ratings.

8. Moby Dick is not only Herman Melville's most famous work but
also one of the greatest animal stories ever written.

9. Through the ages critics have sought to prove that William
Shakespeare never existed yet there is little evidence to
substantiate their hypotheses.

10. The Origin of Species was the most controversial publication
of its time and Charles Darwin was often heckled by crowds of
disbelieving scientists.

NOW IT'S UP TO YOU...
Read your essay carefully and note any errors involving the
punctuation of compound sentences. Rewrite each sentence using
correct punctuation in the space below. If you cannot locate any
errors of this type, then rewrite four of the sentences in your
essay to be compound sentences, and punctuate them correctly.

SENTENCE FRAGMENTS

Emily went to the store. In the afternoon.

Toxic chemical wastes have begun to contaminate drinking water
supplies in many areas of the country, threatening the lives of
innocent people who depend on clean water every day of their
lives. Unfortunately, many people do not understand that
chemical pollutants can lead to debilitating illnesses many years
down the road. Especially among unborn children.

Note the use of the fragment (underlined) in the above paragraph
to emphasize the danger of toxic chemicals. The writer is
obviously trying to arouse our concern over toxic chemicals, and
she recognizes that emphasizing the victimization of unborn
children is an effective way to do this. One of the main reasons
a fragment is effective is that it calls attention to itself: it
doesn't "look" like other sentences. A fragment is somewhat like
a punchline: it should be short, poignant, and used very
sparingly.

RULE
In general, writers do not use fragments in formal writing,
except on rare occassions when they wish to call attention to a
particular idea by breaking written conventions. Many college
teachers are opposed to the use of fragments in student writing,
and you are advised to ask your instructor where he/she stands on
this matter. If you decide to use a fragment, realize that the
more you use them, the less effective (and probably more
annoying) they will become.

CONCEPTS
Fragment vs. complete sentence: In general, a fragment is a
string of words that cannot stand alone in the same way a
complete sentence does. Grammatically, a fragment is a string of
words missing a subject phrase, a verb phrase, or both, the two
elements required for a complete sentence. (In the example
above, both elements are missing.) If you use lots of fragments
in your writing and don't recognize them as such, learning the
grammatical definition of a sentence (a noun phrase plus a finite
verb phrase) will likely be of limited help to you. In addition,
you need to develop a 'feel' for what is and isn't a complete
sentence. Do the exercises in this lesson and ask your
instructor for even more exercises. Major sentence errors such
as fragments are among the most glaring mistakes to readers: they
seldom go unnoticed, even by non-English teachers.
    The best way to correct fragments in your own writing once
you have identified them is to consider where the fragment would
belong if it were to be a part of a complete sentence. The
example above illustrates an effective use of a fragment, but if
one were to "correct" it, it would be placed right after the

sentence preceding it. Most fragment errors can be corrected in this way: change the period in the preceding sentence to a comma and let the fragment become a part of this sentence.

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Exercises

SENTENCES AND FRAGMENTS

Directions: Read each item below. If it is a fragment, rewrite
it to be a complete sentence. If it is already a complete
sentence, write "Ok.'

1. Steven Jobs developing a new kind of computer.

2. Jobs began toying with computer circuitry as a boy in his
family's garage.

3. More concerned with having fun than creating a mult-million
dollar enterprise.

4. Before long Jobs and a group of friends went into business for
themselves.

5. Manufacturing a small computer that the average person or even
a child could learn to use without formal training in computer
science.

6. "Apple" was the name he gave to this new invention.

7. Because he remembered that in the Old Testament the apple was
the fruit of the Tree of Knowledge.

8. But there was another reason he chose the name.

9. Unlike IBM, Control Data, Univac, and other technical-sounding
names, "apple" had a familiar and even friendly sound to it.

10. Today the word "apple" is synonymous with small computers

11. The small operation that began in a garage but now having annual sales of about a billion dollars.

12. Though still small compared to the annual sales of IBM, Apple Corporation is a growing company with a bright future.

NOW IT'S YOUR TURN...

Read your essay carefully and locate any sentence fragments. Rewrite each fragment so that it is a complete sentence.

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SUBJECT-VERB AGREEMENT

EXAMPLES
     The baby cries often.   ["baby" and "cries" agree-- both are
     singular forms.]

     Most babies cry often.   ["babies" and "cry" agree-- both are
     plural forms.]

     The use of fireworks and lasers at concerts has become
     commonplace.
     (Since use is the subject of this sentence, use-- and not
     fireworks_and_lasers or concerts-- must agree with the verb.
     Use is singular and therefore takes the singular form of the
     verb, has_become, not have_become.)

     There are several candidates running for mayor in my hometown.
     (Disregard the word "There." Several_candidates is a plural noun
     phrase and functions as the subject; it requires are, not is.)

RULE
     Subjects and verbs must agree in number (singular or plural).

O————————————————————————O

Special Cases
EXAMPLES
     Each of us expects that she will be elected to the governing
     board.
     Everybody from our street is_attending the rally.

RULE
     Pronouns like each, one, none, anybody, everybody, either, and
     neither usually take singular verbs.

O————————————————————————O

EXAMPLE
     Every coach and athlete in the race has_set her mind to win.
     (Compare: All coaches and athletes in the race have_set their
     minds to win. The first sentence stresses the individuality of
     the subjects, while the second sentence stresses their group
     membership.)

RULE
     When "each" or "every" precedes a compound subject, the
     individuality of the subject is stressed and the verb takes its
     singular form.

O————————————————————————O

EXAMPLE

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Either an axe or a shovel is available in the barn.

RULE
When singular subjects are joined by or, nor, either...or, neither...nor, the individuality of the subjects is stressed and the verb takes its singular form.

o————————————————o

EXAMPLE
Neither the teacher nor the students were accustomed to classrooms without air conditioning.

RULE
When one of the subjects is singular and one is plural, make the verb agree with the noun that is closest to it.

o————————————————o

EXAMPLE
Jaws has spawned three sequels.

RULE
Single title even if plural in form, are considered singular:

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SUBJECT-VERB AGREEMENT

Directions: First underline the subject with which the verb must agree, and then write the correct form of the verb in the space at the right. Consult the accompanying lesson sheet as needed.

1. The registration process at most colleges and universities (is, are) confusing, time-consuming, and exasperating.

2. Each of the poems (is, are) written in iambic pentameter.

3. Everbody from the freshman class (was, were) at the orientation meeting, where dorm counselors discussed rules and regulations about smoking, drinking, and other assorted pastimes.

4. Every sailor and captain in the fleet (was, were) told of the dangerous mission ahead.

5. Either the woman or her husband (was, were) invited to a cocktail party.

6. Neither the carburetor nor the plugs (was, were) available for a 1978 Datsun 280-ZX.

7. Neither my roommates nor I (believes, believe) that Domino's will be able to deliver 6 anchovie pizzas on time.

8. (Are, Is) a coach or first class seat available on this flight?

9. None of the referees (know, knows) the rules of this game well enough.

10. (Doesn't, Don't) everyone want season tickets for the Braves?

NOW IT'S YOUR TURN...

Read your essay carefully and identify all errors involving subject-verb agreement. Rewrite each sentence correctly in the space below. If you cannot locate any errors of this type, then rewite four of your sentences so that they contain correct subject-verb agreement.

PRONOUN—ANTECEDENT AGREEMENT

EXAMPLES

Each of the fathers did his best to change the babies' diapers.
(Note that in writing, the following is considered incorrect
because "their" does not agree in number with "Each": Each of
the fathers did their best to change the babies' diapers.)

One should do one's [or his or her] best to exercise daily.

RULE

Use a singular pronoun to refer to such antecedents as each,
everyone, nobody, one, a_person, a_woman, a_man.

o————————————————————o

EXAMPLES

Alpharetta and Amanda have finished their master's theses this
semester.

Neither Ben nor Salikoko has finished his master's thesis this
semester.
(Note that in addition to the singular pronoun his, the singular
form of the verb, has_finished, is required here.

RULE

Use a plural pronoun to refer to two or more antecedents joined
by and; use a singular pronoun to refer to two or more
antecedents joined by or or nor.

o————————————————————o

CONCEPTS

Antecedent: An antecedent is a word to which a pronoun refers
back. (Consider: Each of the women did her best. In this
sentence, the antecedent of her is Each.)

Pronoun: A pronoun is a noun that stands for some other noun.
(Consider: The teacher asked John if he would like to work on an
independent study program. In this sentence, he is a pronoun
that stands for John).

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Exercises

PRONOUN-ANTECEDENT AGREEMENT

Directions: For each of the following, choose the correct
pronoun and write it in the blank space at the right. In
addition, underline the antecedent with which it agrees. Consult
the lesson sheet as needed.

1. Everyone should pack (his, their) long underwear for
next week's hike through the Smokies.

2. Each of the football players played (his, their)
best, despite the cold, soggy conditions.

3. A person ought to see (her, their) dentist once a
year for cleaning and a fluoride treatment.

4. All of the beauty contestants developed (her, their)
own skits for the talent segment of the contest.

5. Nobody on the police force has received (his/her,
their) summer uniform yet.

6. Neither Leslie nor Carole submitted (her, their)
application for graduation.

7. Is Bryan or Scott bringing (his, their) video
cassette recorder to the slumber party?

8. All the members of Gamma Epsilon Fraternity were
praised for (his, their) contribution to the American
Cancer Society.

9. Either Nick or Van earned (his, their) undergraduate
degree from Augusta College.

10. Because the computer was down, nobody in Dr.
Wizenfeld's class handed in (his/her, their) print-out
on time.

NOW IT'S YOUR TURN...
Read your essay carefully and locate any errors in
pronoun-antecedent agreement. Rewrite each sentence using
correct agreement in the space below. If you cannot locate any
errors of this type, then rewrite four of your sentences so that
they contain correct pronoun-antecedent agreement.

REFLEXIVE PRONOUNS

EXAMPLES

He bought himself a birthday present.

They gave themselves birthday presents.

RULE

Add self to the following pronouns to create the reflexive form.
Avoid using the incorrect forms marked with a * in the third
column.

Pronoun	Reflexive	Incorrect
I	myself	
you	yourself	*youself
he	himself	*hisself
she	herself	
it	itself	
we	ourselves	
they	themselves	*theirself
		*theirselves

CONCEPT

Reflexive Pronoun: A reflexive pronoun is used when the object
of a sentence or clause is identical to its subject, as in the
two examples at the top of this page.

ADVANCED CONCEPT

Intensive Pronoun: Intensive pronouns are formed in the same way
as reflexive pronouns, but are used to emphasize or intensify the
noun that precedes them.
Examples:
    I myself checked the suitcase before I locked it.
    The dictionary itself often contains a useful essay on
language.

Exercises

USING CORRECT FORMS OF REFLEXIVE PRONOUNS

Directions: In the blank space, write the correct form of the refelxive pronoun. Consult the accompanying lesson sheet as needed.

EXAMPLE: I asked ___myself___ whether I could afford to contribute more money.

1. Juanita told me that she had given _____ an Excedrin headache.

2. I feel that you have blamed _____ for someone else's mistake.

3. The governor gave _____ a ten percent raise last year.

4. Even Congressmen vote _____ pay raises every so often.

5. Unfortunately, most of us cannot give _____ pay raises.

6. When my valet is not pre ent, I have to dress _____.

7. The coach left _____ few options for the fourth quarter.

8. The other women on my team don't give _____ enough credit for all their accomplishments.

9. Have you ever asked _____ why birds sing and bees buzz?

10. The computer _____ can't do all of the work; humans must operate it. (Note that this sentence, unlike the other nine, calls for an intensive pronoun.)

NOW IT'S YOUR TURN...
Read your essay carefully and locate any errors involving the use of refelxive or intensive pronouns. Rewrite these sentences correctly in the space below. If you cannot identify any errors of this type, then rewrite four of your sentences so that they include correct uses of reflexive pronouns.

RELATIVE PRONOUNS

EXAMPLES

> Who, whom, whose, which, and that are relative pronouns. They connect (relate) the subordinate clause they introduce to the remainder of the sentence.

> This is the boy who told me about the play.
> The dog which is barking now belongs to Susanne.
> I gave the teacher the apple that is on her desk.

RULE

> *Use who, whom, and whose ro refer to people.

> Walter, whose keys fell into the mud, yelled for help.
> (Whose refers to or modified Walter.)
> Lena, who plays the piano, will begin the lesson. (Who refers to Lena.)
> Tony, with whom we were talking, left abruptly. (Whom refers to Tony.)

> *Use which to refer to objects.
> The seat which is on my left is reserved for you. (Which refers to seat.)
> I ate a grape which was sour. (Which refers to grape.)

> *Use that to refer to either people or objects.
> The student that answers this question correctly gets extra points! (That refers to student, a person.)
> When Daniel put on the coat that his mother gave him, he felt much warner. (That refers to coat, an object or thing.)

CONCEPT

> Subordinate clause: A subordinate clause is a group of words including a subject and a verb that needs the main clause (a complete thought and sentence) in order to make sense. A subordinate clause cannot make sense alone. It needs the information in the main clause to be complete.

ADVANCED RULE

> Who is used as the subject of its subordinate clause.
> Whom is used as the object within its subordinate clause.

> The man who is next to Lori is a doctor. (Who is the subject of the clause who is standing next to Lori.)
> The man whom we met today lives in Japan. (Whom is the object of the clause whom we met today.)

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Exercises

RELATIVE PRONOUNS

Directions: In each blank in each sentence below, write in the correct
relative pronoun. Consult the accompanying lesson sheet as needed.

1. Bill owns an art collection _____ has won many prizes.

2. The fish _____ we caught were too small to keep.

3. The lady _____ baby was crying left the movie.

4. The teacher called the name of a pupil _____ was absent.

5. There are many interesting hobbies _____ are not expensive.

6. People _____ live in glass houses should not throw stones.

7. With _____ did Amy attend the dance?

8. We took the path _____ was the shorter way to the lake.

9. People _____ are selfish seldom have many friends.

10. To _____ will you give that present?

NOW IT'S YOUR TURN

Read your essay again carefully, and locate any errors involving the use
of relative pronouns. Rewrite these sentences correctly. If you cannot
locate any errors of this type, compose four original sentences using the
correct relative pronoun; write these sentences in the space below.

POSSESSIVE PRONOUNS

EXAMPLES

This is your coat: mine has a bulldog on it.
Claudette found my vitamins, but some of hers are still missing.
Their agenda was shorter, but ours was the briefest meeting.

RULE

Use the pronouns in the first column to modify nouns and the
pronouns in the second column to fill noun positions.
In the following list, the first word is to be used before nouns
and the second is to be used as a substitute for a noun:

         my, mine
         your, yours
         his, his
         her, hers
         its, its
         our, ours
         your, yours
         their, theirs
         whose

○─────────────────────────────────○

      MORE EXAMPLES

These albums are ours. Yours are next to the turntable.
(Note that the underlined words function as nouns do.

These are our albums. Your albums are next to the turntable.
(Note that the underlined words are used before nouns to show
possession. The first modifies albums: the second also modifies
albums.)

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Exercises

POSSESSIVE PRONOUNS

Directions: Write your own sentences using the pronouns
indicated. Consult the accompanying lesson sheet as needed.

1. <u>Your</u>

2. <u>Yours</u>

3. <u>Her</u>

4. <u>Hers</u>

5. <u>Our</u>

6. <u>Their</u>

7. <u>Theirs</u>

8. <u>Its</u>

9. <u>Mine</u>

10. <u>Whose</u>

NOW IT'S YOUR TURN...

Read your essay carefully and locate any errors involving the use
of possessive pronouns. Rewrite these sentences correctly in the
space below. If you cannot identify any errors of this type,
then rewrite four of your sentences so that they include correct
uses of possessive pronouns.

134

THE POSSESSIVE/GERUND CONSTRUCTION

Examples

Barry's singing pleased the band director.

His going home early angered the other workers.

RULE

The possessive form of a noun or pronoun precedes a gerund.

AVOID constructions such as the following: I was surprised at him offering a tip. (Offering is the gerund. But him is the objective rather than the possessive form of the pronoun.)

USE constructions such as the following: Political experts now see reasons for his winning the election. (Winning is the gerund. It is preceded by his, the objective form of the pronoun. This usage is correct.)

CONCEPTS:

*Gerund: a gerund is an -ing form of a verb used as a noun.

Water skiing is an enjoyable sport. (Skiing is the subject of the sentence.)
Elsa enjoys jogging. (Jogging is the direct object of the verb.)
Gene caught the salesperson's attention by clearing his throat and saying, "Excuse me." (Both clearing and saying are objects of the preposition.)

*Possessives: possessives are nouns or pronouns that show ownership.

That is Tom's book. (The book belongs to Tom.)
Our children walk to school. (The children are ours.)

The possessive pronouns that may precede gerunds are as follows:

my	her	their
your	its	your
his	our	whose

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GERUNDS

Exercises

Directions: In each sentence below, circle the correct pronoun that should be used preceding each gerund. Underline each gerund. Consult the accompanying lesson sheet as needed.

1. The principal had no objection to (us, our) using his name as a reference.

2. We saw no reason for (their, them) postponing the game.

3. Jamie insisted on (John's, John) paying his own way.

4. (Ann, Ann's) wanting to drive to the game was a welcomed surprise.

5. (Their, Them) forecasting the storm caused us to cancel the picnic.

6. The (batter, batter's) hitting a home run saved our team's winning record.

7. The (lady's, lady) turning around suddenly startled all of us.

8. The doctor is worried about (me, my) playing too many video games and ruining my vision.

9. The fact of (St. Augustine, St. Augustine's) being the oldest city in the United States surprised Rosemarie.

10. Naturally, the (biologist's, biologist) discovering a serum saved many lives so that all of us were sure of (she's, her) winning the Nobel Prize.

NOW IT'S YOUR TURN

Read your essay again carefully and locate any errors involving the use of possessives preceding gerunds. Rewrite these sentences correctly. If you cannot locate any errors of this type, compose four original sentences correctly using gerunds preceded by possessives.

136

PARTICIPLE AND INFINITIVE VERB FORMS

Examples
   *A present participle is an -ing form of a verb. It can be used as
   part of the verb or as an adjective.

      As part of the verb:
         I am going to visit Marie on Saturday. (The very is am going.)
         The train will be leaving in one hour. (The verb is will be
         leaving.)

      As an adjective:
         Growing impatient, Tom began to tap his foo'   (Growing
         describes Tom.)
         Closing her eyes, Della drifted to sleep, ' ;hing contentedly.
         (Both closing and sighing describe Della.)

   *An infinitive is the word to followed by the unconjugated, basic form
   of a verb. The infinitive is the form of the verb from which all
   other forms are derived.

      Our team is going to win the debate.
      Bill wants to improve his math skills.
      To walk is good exercise.

RULE
   Use a participle as either an adjective or as part of the verb of the
   sentence. Participles are not normally preceded by the word to.

   Use an infinitive to represent the basic form of the verb. '
   infinitive consists of the word to plus the form of the ver'   .thout
   any endings added.

CONCEPT
   Verb endings: these are added to the basic form of the verb to
   indicate changes in number or time. Verb endings include s, ing, and
   ed.

ADVANCED RULE
   Infinitives should not be "split." That is, no word should separate
   (split) the word to from the basic form of the verb.

      AVOID constructions such as this one: It is difficult to always
      use verbs correctly. (this is a "split infinitive.")

      USE constructions such as this one: It is difficult always to use
      verbs correctly. (This is the correct use. The infinitive is not
      separated by other words.)

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Exercises

PARTICIPLE AND INFINITIVE VERB FORMS

Directions: In each blank in the following sentences, write the correct form of the verb shown in parentheses, forming either a participial or an infinitive form of the verb. Consult the accompanying lesson sheet as needed.

1. Susan has been _____(shop) for three hours without _____ (have) bought anything!

2. The Bulldogs are _____ (go) to _____. (win) the game.

3. _____(See) her brother in the crowd, Angie attracted his attention.

4. Antonio decided to _____(include) another paragraph in the body of his paper.

5. The pistol sounded, _____ (signal) the runners to _____ (begin) the race.

6. The crowd, _____ (yell) widly, cheered on the runners.

7. To _____ (climb) Mt. Everest is Donna's dream.

8. Janice enjoys any opportunity to _____ (listen) to jazz music.

9. Henry, _____ (gasp) with fear, ran to _____ (call) an ambulance.

10. The family, _____ (hope) for a speedy remedy, decided immediately to _____ (take) the sick dog to the vet.

NOW IT'S YOUR TURN

Read your essay again carefully to locate any errors involving the use of infinitive and participial verb forms. Rewrite these sentences in correct form. If you cannot find any errors in your paper, compose four original sentences using participles and infinitives correctly; write these in the space below.

EXAMPLES

    I call her once a day, but she calls me only once a week.
    [present tense form]

    I called her once a day, but she called me only once a week.
    [past tense form]

RULE

    Every verb or its auxiliary must indicate appropriate tense. A
    consistent tense should be maintained throughout an essay.

CONCEPTS

    Inflection: Changes made to a verb (usually by adding -s, -ed,
    -en, -ing, etc.) to indicate appropriate tense.

    Tense: The form a verb takes in order to express the time of an
    action or a state of being. For example, "I call" or "she calls"
    indicates an action happening in the present; "I called"
    indicates an action in the past.

    Auxiliary: An auxiliary is often used with a verb to indicate
    the tense of the verb. The two auxiliaries in English are
    various forms of to be and to have, such as "is calling" or "has
    called".

NOTE

    Errors in writing frequently occur when the verb is not inflected
    as it should be. The most common errors include omission of the
    -s or -ed endings, as in *"She call him on the telephone whenever
    she wants to" or *"He call me yesterday".

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USING CORRECT VERB INFLECTION

Directions: In the blank space, write the correct form of the verb that is given in parentheses. Consult the accompanying lesson sheet as needed.

1. I _____(call) the operator last week.

2. My sister usually _____(answer) the telephone when I call home.

3. President Raegan said that he _____(believe) the Soviets want to conquer the world.

4. The surgeon _____(operate) on the heart patient three times.

5. After Jim was bitten by a rattlesnake, he was _____(take) to the hospital and given an antidote.

6. Henry Kissinger was _____(ask) to serve on a commission to study problems in Central America.

7. No one _____(ask) me to serve on the commission.

8. Whenever Amanda _____(invite) Paul over for dinner, he brings a bottle of French wine.

9. The police in this town don't _____(like) motorcycle gangs.

10. My Datsun _____(run) best on premium lead-free gasoline.

NOW IT'S YOUR TURN...

Read your essay carefully and locate any errors involving verb inflection: look particularly for any places where you may have omitted an -s or -ed from verbs. Rewrite these sentences correctly in the space below. If you cannot identify any errors of this type, then rewrite two of your sentences so that they include verbs in the present tense ending in -s, and two that include verbs in the past tense ending in -ed.

140

CONJUNCTIVE ADVERBS

EXAMPLES

Roger missed the bus; <u>therefore</u>, he walked to work.
I can go with you to the movies. <u>However</u>, I must be home by nine o'clock.

RULE

Use conjunctive adverbs to join together two main clauses or to show a relationship between two main clauses. Conjunctive adverbs are words such as <u>however, thus, therefore, consequently, nevertheless, then, besides, furthermore</u>, and <u>otherwise</u>.

CONCEPT

Main clause: A main clause is a complete sentence or thought. It makes sense without depending on other words or clauses.

ADVANCED RULES

*Conjunctive adverbs are preceded by a period or a semi-colon. They are followed by a comma.

Roger missed the bus. <u>Therefore</u>, he walked to work.
I can go to the movies with you; <u>however</u>, I must be home by nine o'clock.

*Sometimes these same words are used as parenthetical expressions rather than as conjunctive adverbs.

The main point, <u>however</u>, is that you missed the test.

As parenthetical expressions, these words are preceded and followed by commas.

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Exercises

CONJUNCTIVE ADVERBS

Directions: Each of the main clauses in each number below can be
joined together using conjunctive adverbs. In the blank xpace
provided, rewrite each sentence using an approp.iate conjunctive adverb
preceded by a semi-colon. Rewrite each sentence again using a period.
Consult the accompanying lesson sheet as needed.

EXAMPLE:
Elaine did not study for the test. She failed.

Elaine did not study for the test; consequently, she failed.
Elaine did not study for the test. Consequently, she failed.

1. I enjcy movies. I seldom go.

2. The fisherman's line broke. The fish got away.

3. Al shut off the alarm clock. He went back to sleep.

4. The accident was his own fault. I felt sorry for him.

5. We printed our own programs. We saved a considerable amount of money.

6. The play was dull. The acting was superb.

7. . rained all night. The field was muddy.

8. The plane took off an hour late. We would have mirsed it.

9. I had paid my bill. I could not find my receipt to prove it.

10. The doctor was exhausted. He kept on vorking.

NOW IT'S YOUR TURN

Read your own essay again carefully and locate any errors involving
the use of conjunctive adverbs. Rewrite these sentences correctly.
If you cannot locate any errors of this type, rewrite two sets of
main clauses so that they are joined by appropriate conjunctive
adverbs; write the new sentences using conjunctive adverbs in the
space below.

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DEFINITE AND INDEFINITE ARTICLES

EXAMPLES

An elephant can drink a gallon of water very quickly.
This is the book that John needs.

RULE

The words a, an, and the are articles. They come before a
noun and modify it, just as adjectives do. A or an is used
when the noun it precedes refers to a general, nonspecific
(indefinite) idea or object. In the example above, any
elephant can generally drink any gallon of water quickly.
The is used when the noun it precedes refers to a specific
(definite) idea or object. In the second example above, the
person has a specific book in mind which John needs.

ADVANCED RULE

An is used before words that begin with a vowel or a vowel-like sound.

An apple a day is good for your health.
An hour from how, you will be home.

A is used before words that begin with a consonant.

A friend of mine lives in New York City.

CONCEPTS

Vowels: The vowels are the letters a, e, i, o, u, and y.

Consonants: All other letters are consonants.

ADVANCED CONCEPT

The determination of definite and indefinite articles is
often judged from the context or intention of the writer.
Therefore, read each passage carefully to determine if a
specific or general reference is intended.

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Exercises

DEFINITE AND INDEFINITE ARTICLES

Directions: In each of the following sentences, insert the
correct definite or indefinite article in the blank. Consult the
accompanying lesson sheet as needed.

1. I call her once _____ day, but she only calls me once _____
   week.

2. At _____ next corner, turn left.

3. _____ boy next door is _____ friend of mine.

4. Pass _____ potatoes, please.

5. _____ helping verb is sometimes called _____ auxiliary
   verb.

6. Everyone has _____ name.

7. I was singing _____ words to that song all day.

8. _____ food in our cafeteria is good.

9. This is _____ ring given to me by my husband when we were
   married.

10. You missed hitting that car by only _____ inch!

11. _____ house on _____ next block burned to _____
    ground yesterday.

12. Fortunately, not even _____ family's dog was hurt in _____
    fire.

NOW IT'S YOUR TURN

Read your essay again carefully to locate any areas in the use of
definite and indefinite articles. Rewrite these sentences in correct
form. If you cannot find any errors in your paper, compose four
original sentences using definite and indefinite articles correctly;
write these in the space below.

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APOSTROPHES

Possession

▷ To indicate possession for all singular nouns, including those that end in s, use 's --

It is the janitor's duty to unlock all doors at 7 a.m.   (It is the duty of the janitor...   Note that janitor is a singular noun.)

Everyone's duty is to uphold the law.
(The duty of everyone....   Note that everyone, like anyone and no one is considered to be a singular noun.)

My boss's new hat was run over by a truck.

First write the noun, and then decide on where to put the apostrophe: If you have written a singular noun, just add an apostrophe and s.

▷ To indicate possession for plural nouns that don't end in s, just add 's --

The women's shoes were on sale for the entire week at Davison's department store.   (Women is a plural noun.)

▷ To indicate possession for plural nouns ending in s, just add an apostrophe--

The parents' duty is to provide a birth certificate for each child.
(The duty of the parents....   Note that parents is a plural noun.)

RULE

Use the apostrophe for possession ('s or s') and contractions.

Contractions

EXAMPLE

The class of '87 [1987] can't [can not] raise the money for a trip to Mexico City that's [that is] scheduled for July.

RULE

Use an apostrophe to indicate omissions.

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Exercises

APOSTROPHES

Directions: In the following sentences underline all words that
should have apostrophes, and then in the blank space write the
words with apostrophes correctly placed. If a sentence is
correct as it appears, mark a C in the space. Please make your
marks easy to see. Consult the accompanying lesson sheet as
needed.

1. Pablo Picasso most famous work is probably the
painting entitled Guernica.   _____

2. The chain gang put in a hard days work.   _____

3. The bus front tire went flat on the route from Main
Street to Elm.   _____

4. The band director stopped suddenly after someones
trumpet hit the wrong note.   _____

5. Courts have ruled that women may not be excluded
from a mens club.   _____

6. Walking slowly into the boys locker room, our coach
displayed a weak smile.   _____

7. Using a powerful radio telescope to scan our solar
system, the astophysicist was able to chart all of the
planets orbits around the sun.   _____

8. The Apple Corporation makes a home computer thats
easy to use.   _____

9. Many college professors who believe it's important
to know something about computers have begun taking
classes to improve their computer literacy.   _____

10. My roommate, whose IQ is only slightly better than
average, knows more languages than the Pope, whos
fluent in seven languages.   _____

NOW IT'S YOUR TURN...
Read your essay carefully and locate any errors
involving uses of the apostrophe. Rewrite these
sentences correctly in the space below. If you cannot
locate any errors of this type, then rewrite four of
your sentences so that they contain correct uses of the
apostrophe.

QUOTATION MARKS

EXAMPLES

To indicate someone else's words, whether spoken or printed--
"If I give you a loan," he said, "I'll be broke for the rest of
the week."

To indicate certain titles, such as poems, short stories, essays,
articles, chapters of a book, songs, television shows--
I read an interesting article in _Time_ entitled "The Drive to Save
Endangered Species."

RULE

Use quotation marks to indicate 1) that you are using someone
else's words and not your own, and 2) titles of works that are
customarily a part of larger works.

NOTE: Whenever you are quoting someone else's words directly, the
expression you use to introduce this quote is followed by a
comma. EXAMPLE: John said, "This class begins at 9 a.m."
Similarly, use a comma in this way as well: "This class begins
at 9 a.m.," John said. Finally, use commas whenever your own
words interrupt a direct quote: "This class," said John, "begins
at 9 a.m." (Remember that commas and periods always belong
inside quotation marks.)

CONCEPTS

Titles: Poems, short stories, essays, and so on are seldom
published by themselves; they usually appear in books or
periodicals. Put the smaller work in quotation marks. Underline
the title of larger works, such as books, magazines, plays,
newspapers, movies, paintings.

◇ ADVANCED RULE

Use single quotation marks for a quote within a quote. Single
quotation marks are used whenever words between double quotation
marks require quotation marks. EXAMPLE: Mary asked, "Did Phil
say, 'I want a bagel' or did he say 'I want a beagle'?" Ask your
instructor to explain further.

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Exercises
QUOTATION MARKS

Directions: For each sentence below, insert quotation marks wherever they are needed. If a sentence is correct as it appears, mark C. Please make your marks clear.

1. Amanda's favorite short story by Stephen King is The Lawnmower Man.

2. Dr. Goldman told the class to read three more chapters in the text for tomorrow's lecture on protein deficiency.

3. I know, the instructor confessed, that I should not have phrased some of the test questions so vaguely.

4. Juanita said, "I'll go with you to Chow Goldstein's, but I really don't feel like going to the movie.

5. The Dean of the College of Arts and Sciences asked the janitor why he always ran the vacuum during committee meetings.

6. No man is an island, said John Donne, a well-known author of the 17th century.

7. On their new album, the B-52's have a hard-driving song entitled Butterbean.

8. Redbook publishes helpful articles for dieters: the latest is How to be Fat-Free Forever.

9. Secretary of Defense Caspar Weinberger to Visit Athens, read the headline in The_Red_and_Black, UGA's only student newspaper.

10. Will you wait, Liz asked, until I finish this research paper for my political science class?

NOW IT'S YOUR TURN...
Read your essay carefully and locate errors involving quotation marks. Rewrite each sentence using correct punctuation in the space below. If you cannot locate any errors of this type, then rewrite four of your sentences so that they contain correct uses of quotation marks.

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SEMI-COLONS

Trailers, houseboats, and other outdoor homes have become quite
popular; evidently, Americans have not lost that love of the
great outdoors that inspired frontier men and women.

Owners of luxury vacation homes on America's coastlands are often
envied by sightseers; hurricanes and tidal waves, however do not
discriminate between humble shacks and proud mansions.

RULE

Use a semi-colon in the same way you would use a period-- to
separate sentences.

CONCEPTS

Semi-colon: Sometimes called a weak period, this punctuation
mark is a writer's way of indicating that two sentences are
closely related. The semi-colon is often a good way to correct a
comma splice, an error which occurs when two sentences are
separated by a comma.

Caution: When using a semi-colon, look to the left and_to_the
right: there must be a complete sentence on both sides. When in
doubt, ask, or use a period.

Sentence: A sentence consists of at least one main clause (noun
phrase plus verb phrase).

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Exercises   SEMI-COLONS

Directions: In each of the following sentences, insert a
semi-colon if it is needed. If a sentence is correctly
punctuated, mark C. Consult the accompanying lesson sheet as
needed.

1. The New York Philharmonic Orchestra performed outdoors for the
first time on a clear and windless day in October even the birds
and squirrels seemed to sense the splendid occasion.

2. The New York Philharmonic Orchestra performed outdoors for the
first time on a clear and windless day in October, and even the
birds and squirrels seemed to sense the splendid occasion.

3. Twice before Jill had been passed over at promotion time, her
supervisor always recommended men.

4. Twice before Jill had been passed over at promotion time
because her supervisor always recommended men.

5. I will be out of town for the remainder of the week if you
finish the report, then please type the letters on my desk.

6. Alex worked evenings at a local bar on 34th Street but aspired
to be a dancer for the Pittsburgh Dance and Repertory.

7. Alex worked evenings at a local bar on 34th Street, but she
aspired to be a dancer for the Pittsburgh Dance and Repertory.

8. Many women consider bald men attractive most men, however,
dread the loss of their hair.

9. The United States is still the world's number one steel
producer, even though Japan has captured a large share of the
world market.

10. Ida rejected the offer of a scholarship to Florida State,
instead, she enrolled in night school at a nearby community
college.

                     NOW IT'S YOUR TURN
Read your essay again carefully and locate any errors involving
uses of the semi-colon. Rewrite these sentences correctly in the
space below. If you cannot locate any errors of this type, then
rewrite four sentences from your paper so that they contain a
correct use of the semi-colon.

Using Project Synapse with International Students

Description of Our Program

The English as a Second Language (ESL) pilot program for the approach
described in the document is an intensive, academic preparation course in
which the students receive four hours of instruction daily. There are five
levels of instruction which consist of approximately one hour each of reading,
writing, grammar, and listening/speaking. Students also spend three hours a
week in the language laboratory. We have both graduate and undergraduate
students in the program, and the students come from a variety of national
origins. The class size ranges from five to eighteen students. The oral
communication activities were carried out in two upper level classes, an upper
intermediate class and an advanced level class, both of which were divided
into two two-hour blocks, reading/listening-speaking, and grammar/writing.
The teachers in each block coordinated the instructional activities (see
Writing, p. 161).

Appropriateness of Project Synapse for ESL Students

Many foreign students do not produce the predominately linear, academic
prose that is expected of them in their college classes because this
straightforward style of writing differs markedly from that which is
acceptable in their own language. For example, Japanese writing is
characterized by indirectness and sublety; thus, a Japanese student who is
unaware of the difference in acceptable forms of expression would be
uncomfortable with and resistant to the linear style of English. Eloquence
bordering on the flowery marks the Arabic style of writing. A writer may
repeat an argument in a variety of ways and not feel obliged to support the
argument with facts or specific examples. Though the foreign students may

have mastered the structure and vocabulary of English, their American professors may find their writing unacceptable. Through the use of the activities escribed in the manual, we have attempted to create an awareness of the differences in style, and more importantly, to provide extensive practice in the straightforward modes of logic and organization that typify academic writing.

One distinct advantage of these activities is that they provide structured and meaningful practice in all skill areas -- listening, speaking, reading, and writing -- by focusing on a theme. The activities provide many opportunities for peer instruction and feedback, and enable ESL students to see issues from another perspective, both of which are valuable assets in an intercultural setting.

Selecting a Theme

Consistent with the notion that students learn best when they are engaged in significant meaning-making, instruction is organized around broad topical themes with which the ESL students can become deeply involved. Selecting an appropriate theme for ESL students is the first step in the process. After the students identify interest areas in the first days of class, the teachers select a theme and examine the resources that are available to support this theme. The most important resources are as follows:

1. Teacher Files -- extra readings arranged in folders according to themes (immigrants, minorities, computers, etc.)
2. Films
3. Speakers
4. Current Periodicals
5. Field Trips
6. ESL Readers.

Instructors choose a theme and prepare the materials for the duration of this theme, usually one to two weeks. To insure that all the students have access to the same information and have an adequate vocabulary, the teachers select and provide the readings. We usually provide three to five related readings of varying lengths and levels of difficulty. The students are free to read as many or as few as they want. For example, for the theme "Oppression and the Law," we used these sources:

1. U.S. News and World Report article, "Sanctuary-Churches Way to Protest"

2. Martin Luther King, Jr. -- "I Have a Dream"

3. Family Circle --"What Would It Be Like If Women Were In Charge?"

4. Selections from Touch the Earth

5. ESL Rhetorical Reader - "The System Worked - Brown Vs. Board of Education."

Through various reading activities, students read and explore the ideas of these sources and discuss ideas to include in their up-coming papers.

In addition to the readings, we provided a film about Martin Luther King, Jr. ("From Birmingham to Memphis"), and invited a speaker (Director of Black Student Programs) to address the class.

Oral Activities

Role switching. The role switching usually takes place after two class periods of readings and discussions. The roles and the dilemma for the role switching, usually taken directly from the readings, are prepared by the teacher. The dilemma, which we selected from "Sanctuary," was "Should our church get involved in giving direct help to refugees who need sanctuary?"

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The roles for this scenario are as follows:

1. An illegal refugee seeking asylum

2. Church pastor (Rev. Michaels)

3. An unemployed church member

4. Legal immigrant (church member)

5. Judge.

Each student receives a folded 4 x 6 card. On one side, we print the role in large letters. On the other side, we write a brief synopsis of the character. For example, one such card highlights the role of the Judge as follows:

Judge: You are a member of Rev. Michael's church. Although you feel sympathy for human suffering, you cannot knowingly break the law. As a judge, it is your job to support the law.

Four to six roles are ideal, with the other students in the class participating as active observers. Observers who are seated next to or slightly behind the role players may also actively participate by giving ideas and information to the role players. Such conference participation helps hesitant students overcome shyness or language difficulties.

Before the role switching begins, the teacher, as moderator, reads and clarifies the dilemma. The students take a few minutes to read the role card and to prepare their comments. The teacher functions as a facilitator, making sure every student has a chance to speak, clarifying the characters' statements, and deciding whe. switch roles.

The role-switching activi. neiates a great deal of enthusiasm and lively controversy. Here are some students' comments on the role-switching activity:

--"I feel more comfortable speaking in this character than when I speak for myself."

--"It was really hard for me to be the unemployed person. I can't argue when I don't feel it from the heart."

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--"I really listened to my classmate so I could decide what to say."

--"I feel two-faced." (changing roles)

--"I got so excited about these important ideas that I forgot to
   worry about my English."

Forensic Discussion. The debate is a more formal situation than the role
switching. Furthermore, in the debate, cooperation and teamwork are
important. The whole class divides into two teams which face each other in
rows a few feet apart. Each team selects a leader. The debate opens with
each member of the team which is proposing the policy change making a brief
introductory statement. Their leader then summarizes the team's comments.
Then the other team members give their statements in support of the existing
policy; the team's leader also summarizes these comments.

This initial formal statement insures that each team member participates.
The teacher, again as facilitator, sits at one end, in the middle of the two
rows, and paraphrases after each student speaks. The purpose of the
paraphrasing is to insure that all students have understood the utterances,
and to make sure that students hear correct English. The teacher, at this
point, also identifies the type of argument used. After the initial statement
from both teams, the students may speak in any order, with the teacher
continuing to paraphrase. After approximately 25 to 30 minutes, the teacher
asks students to get up and change sides. The procedure is then repeated with
the students reversing their policy positions. Whereas we do point out good
examples of effective arguments used in support of a team's position, we do
not declare a winner.

The key element in the success of this activity with ESL students is the
selection of an arguable and appropriate proposed policy change (see p. 85).
By "appropriate," we mean that students have a knowledge of, experience with,
and interest in the issue.

Comments from our students in response to the forensic discussion activities included the following:

--"I love it, I love it." (a Turkish student)

--"I can't do it. I can't change sides on this issue."
    (a Danish student)

--"This is difficult. We don't debate in China." (a Chinese student)

--"This is really a good way to learn specialized vocabulary."
    (an Arab student)

--"I understand the issue more when I have to argue both sides, but
    it's difficult." (a Greek student)

--"It's hard to do, but it's wonderful. If you read the articles,
    you can say a lot." (an Iranian student)

--"Will I have to argue like this in university classes?" (a French
    student).

Peer Questioning. The peer-questioning process was adopted for successful use by ESL students. In these classes, students interested in writing about the same topic met in small groups of two to three persons. The students had received instruction in using the peer-questioning cards, but partly because of language difficulties, they quickly abandoned them in favor of questions of their own invention. They took notes which provided them with concrete ideas for their writing. Because the students are usually so interested and productive, the teachers may allow the activity to continue as long as the students want. Peer questioning seems to work best with ESL classes when students have been provided with three or four broad topics upon which to focus their thoughts. The topics are related to the current class theme and tied in with earlier readings.

Writing

Having completed three to five readings on a theme, and having engaged in role switching, forensic discussion, and peer questioning, the students are

now ready to write. The Reading/Listening-Speaking teacher provides the Writing teacher with the list of three or four them-related topics that students used in the peer questioning.

Sample writing topics for "Oppression and the Law" are as follows:

1. The effects of Brown vs. the Supreme Court (1954) resulted in major changes for both minorities and whites. Discuss these changes.

2. Bussing is (is not) a good solution to achieve integration for the following reasons. (Or compare bussing with some other approach to integration.)

3. There are many advantages and disadvantages for Indians if they leave the reservation.

4. If women were in charge, the world would be different in many ways.

5. Select another topic of your choice which is related to the readings and the discussions we have had about oppressed people and the law. (Get your teacher's approval for the topic before you write.)

The students write as soon as possible after completing the peer questioning. Both the Writing teacher and the Reading/Listening-Speaking teacher evaluate the compositions according to criteria of content (richness of ideas, effectiveness of support and use of specialized vocabulary), form, and grammar.

Evaluation. The students see the writing as a culmination of all the activities and appreciate the comments from both teachers. To bring closure to all the activities and to acknowledge the students' efforts, the teachers select two or three compositions which demonstrate different styles and illustrate support of arguments. The teacher rewrites the composition, editing when necessary. First, the teacher reads the composition to the class

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without identifying the author. Then the class receives copies to read and save.

Comments and Reflections. The Writing teachers noted that the compositions resulting from this program were substantially longer and richer in detail than other compositions. The Reading/Listening-Speaking teachers noted that the compositions showed that the students had incorporated the specialized vocabulary and were using it effectively. Moreover, the same arguments and types of support used in the speaking activities appeared in the compositions.

The oral communication activities provide structured practice in the kinds of speaking, reading, and writing required in an academic setting. The program is an effective approach to learning a language by emphasizing oral activities leading to more effective writing. Though some of the activities (particularly role switching) can be used in isolation, we feel the combination of activities offers outstanding advantages for an academic ESL program. The activities are equally effective in the intermediate and upper level classes.

The students engage in real and meaningful communication in which English is the medium, but not the focus. The theme effectively binds the different skill areas together. The activities provide many opportunities for peer instruction and feedback; they are student-centered rather than teacher-centered. Most of the teacher's work is done in careful preparation for the class, and the teacher functions primarily as a facilitator once in the classroom. Finally, both the teachers and the students enjoy the activities. They're fun!

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Illustrative Samples of Students' Compositions in ESL Classes

The following essays were collected in ESL classes participating in this project. Students read several articles on the theme of oppression and the law, participated in a role-switching activity exploring the dilemma of a family moving into a neighborhood that is ethnically different, debated the issue of bussing to achieve integration in schools, and debated types of aid available to illegal immigrants.

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Busing is a new solution that started a few years ago to integrate people from different culture; however, integrating people is a good idea, busing is not the appropriate solution. First we will see the problems that have risen from busing, and then, the problems of integration.

Busing is an expensive solution for the United states because instead of bringing the students to their school as it was the purpose before, now they have to go to another school' that usually

...is situated far from the first one, because it
...is not located in the same neighbourhood, so it takes
more money. Furthermore, it is not good for the
children because each day, they will have at least
...to be in the bus during two hours to drive to their
new school and to come back to their place, so this
solution increases the money that has to be spent,
the time that is taken from the children, and also
if they are in a bus more than two hours a day, they
are more subject to have a bus accident than
they only had a half hour trip.

But there are also other problems
the childrens who are studying in a school far
from their home will not be able to participate

to the activities of their new school. As an example,

after the school time is over there are different activities

as doing sports, having parties, visiting museums, but

the childrens involved in busing will not be able to

do them because as they live far from the school,

they will have to go back by bus and you cannot expect

their parents to go and get them each time they have

something special to do in their new school. Also when

they go back home, they will not be able either to

participate to their neighborhood activities because they

will be organized by a school in wich they are not

studying. The children will not be able to make some

friends because they will be only going to class with

other people; and after they will not be able to see

them for a longer time as they will have to go home.

Even if busing is not a good solution, integration should be the choice of parents, because the constitution gave freedom to the american citizens and the first freedom should be to be able to choose the education you want to give to your children and the place were you want them to study, furthermore there are rules for integration. Integration have been studied by scientists and they reached the conclusion that if you want to integrate a group in another group, the first group must be less than ten percent of the other group otherwise the integration is not possible, so with the busing system; the states would

be about fifty per cent so, the integration is

impossible. Anyway when you have two equal groups

of people, you cannot tell wich group has to integrate

the other one and to integrate a group the number

of people who want to integrate has to be very small.

Otherwise the two groups will get stronger in their

feelings and instead of trying to integrate their differences

will grow. Actually with the burning system there has

not been any improvement and it is bad for the students

and even it is difficult for the teachers because they

wore used to teach to a group and they could understand

it but now they have a second group of people who have

a different cultural background and even a different

language so it is much more difficult for them to

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ajust to this new problem and if they have a

problem with one student they will have to cross the

whole town to see his parents and they will not be

able to know the place were he lives and even resolve

the problems that the pupil may find when he goes back

home after school. So the teachers will not have any more
they used to have
the contact with their students.

In conclusion, busing is not a good solution

to achieve integration because it is expensive, dangerous, tiring.

Furthermore integration has to be done in another way and

most of all parents should be able to choose for their

children the kind of education they want them to get and

were it should be dispensed. Children should not be

victims of an arbitrary decision made by the state.

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BUSSING AS A SOLUTION TO ACHIEVE INTEGRATION

On of the biggest problems that still exists im the U.S. is the problem of discrimination, especially the discrimination between the minorities and the majority. In order to be solved this problem the gouerment suggested to integrate the people, starting this integration from the school, by bassing. With the bussing -system childeen from areas in which live minorities will be able to go to school in areas in which lives the majority. Also, children from the majority area will go to the minorities areas schools. Even though this system seems good, in fact it has many disadvandages.

These disaduantages are the foccing of

integration, the impracticallity of the system, a the increasing number of private schools and the losing of the culture and the language by the minorities.

First of all the people have the freedom to chose their homes, their reli- gion, their school, their job etc. If the law force them to change school that they want to attend, it will be against the constitution. That is why the government does not have the right to force the people to change school

Also the bussing-system is impractical. First, because of the high cost of the busses, comparing to the number of the hours that they will be used. The busses are going to be

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used only two hours a day. In addition it is very difficult to be found drivers for two hours a day. The children also will spend a long time to go to school in the morning, and come back home in the afternoon. It will take them at least two hours a day.

Another problem is the increasing number of private schools. Some people, especially the richones, because they don't want the integration, or because they don't want to spend their children a long time to go to their school, will send their children to private schools. How will this effed the

'm addition to these disaduandages must be added the minorities will lose their own language and their own culture

For example, if the Indians send their children to other school, in two or three generation nobody will know about the Indian language

Finally, people who are against the integration will react ~~with~~ violently. Perhaps they will destroy busses, even and schools.

As a conclusion we can say that even though the integration must be achieved by the government there must be found another system instead of the bussing-system. Because the bussing system has many disadvantages ~~and~~ high cost.

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American community contains of two groups
of people (majority - minroity). ~~The m~~ Most of minoriti̇s
live in nieghborhoods that reflect their own back-
ground. Integration is one problem for these people
is looking for a good solution. However, Bussing is
one way ~~to~~ of solution to achieve Integration
scessfully ~~but~~ because people can be equal, but
In ~~this~~ proposal has advantage and disadvantage
for some reasons like ~~pre~~ p ·ticality, learning
and value.
      Bussing is effective way to achieve
Integration; busses should take children from
school ~~to~~ in their own nieghborhoods ~~to~~ another

One by force because It is practical way to give children opportunities to know other people and parents should obey the new ploicy. In the other hand, It is impractical tand unfair for children to leave their nieghborhoods to another It might be dangerous. an Also, It might be children lose their own languages and cultures. furthermore, tt The buses will cost Charge parents more money.

Another way factor for children to take the buses from the school in their nieghborhoods to another the Learning. children are going to have opportunities to learn in school specializes in different type of study such as Art, Chemistry and foreign languages. However, some

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parents ~~say~~ have said that children unable to

participate to extra activites.

The third one to achieve integration is

Value. According to the constitution of the United

State that government doen't interfere about that

unless some citizens complain that there is

discrimination in this school or that one. Therefore,

the minority is free to choose a good education for

children and integration ~~by~~ buses is a good a way

children to study in another schools

for ~~that~~ where the constitution of America give

them the right way to do so, but some parents

have ~~said~~ stated that It is difficult for their

children to make friends and they are going

to send or transfere their children to private schools; consequently, the public schools will lose their money.

      Finally, Bussing is one good solution to achieve integration and this prop. I has advantage and disadvantage; However, parents of chilren in the minority have to choose the best way to educate their children in good schools; in the other word, the Integration school is a good way to do so.

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Writing Across the Curriculum: Using Oral Communication
Activities to Facilitate Writing Outside the Composition Classroom

Introduction

One interesting fact that has been established by the recent use of
writing across the curriculum is that instructors in the content-area courses
face problems very similar to those of the composition teacher. Their
students also have difficulty making inferences about others' thoughts,
beliefs, and knowledge. As a result, these students' writings for the class,
as well as their contributions to class discussions, are marked by egocentric
qualities. Students rely solely on their opinions and present arguments rife
with undeveloped observations and undersupported assertions. For the most
part, they are reluctant or incapable of seeing views other than their own on
any controversial issue.

As a result of collaboration between a composition teacher and a
colleague with precisely these problems, the role-switching scenarios were
adopted for use in a sophomore-level anthropology course in an attempt to
improve the content of the students' writing. The generally favorable results
support further implementation of the oral communication activities in
content-area classes.

Using the Role-Switching Activity

The scenario for the anthropology class focused on the problems
unacculturated groups face when the modern world begins to impinge on their
culture. The Yanamamo Indians, who live in the Venezuela-Brazil border area,
are considered one of the last unacculturated Indian groups in South America.
They are, however, rapidly being "invaded" by the modern world. The scenario
was designed to help the students see that exposure to the modern world may or

may not be good for the Yanamamo's culture. The roles for the scenario included:

Anthropologist -- wants to understand the Yanamamo's culture;

Cattle Rancher -- wants to make land more productive by putting it into pasture for cattle;

Tourist -- wants to see primitive people before they're assimilated;

Missionary -- wants to make converts for his religion.

Before the scenario was enacted, the students were asked to express their views in a short writing exercise. After the scenario was enacted, the students wrote again. (See student samples, pp. 176-179).

That the students benefited from the role-switching activity was readily apparent; nearly all the writing done as a follow-up exercise was fuller than the writing done before the activity. The students whose papers appeared skimpier in the pre-activity writing benefited the most from the exercises; their post-activity writing improved the most. They provided more detail, fleshed out generalizations, and acknowledged as valuable those positions with which they did not agree. Interestingly, the students whose pre-activity writing was not well developed were the students who were more sure of their position before the activities. The students whose pre-activity writing anticipated some of the "grey" areas involved in the dilemma did not change their positions significantly in the past-activity writing. They did, however, elaborate the earlier details given to support their positions, as well as introduce whole new paragraphs which provided new details supporting the positions. Nevertheless, the activity appears useful in introducing new and difficult concepts to students and in aiding them to see the complexity of an issue (even if their minds are not changed particularly). The improvement in the content of the writing certainly supports such a conclusion.

However, in using the act /ity in a content-area classroom rather than in a composition classroom does engender some particular difficulties. First, most of the scenarios used in composition classes deal with dilemmas that are either controversies constantly discussed in the media or with ethical controversies that are basic to the students' cultures. In effect, then, students already have some background knowledge they bring with them to the scenario. In the content-area classroom, however, the issues are often new, complex, and confusing. For example, students might have no difficulty enacting a role-switching activity dealing with creationism versus evolution because they have been aware of the issue for years. The possible roles involved — the creationist, the evolutionist, a minister, a teacher, a polotician, a parent, and so forth — are basically familiar to them. On the other hand, the students in a freshman-level biology class might have real problems enacting a role-switching activity about the ethical issues of scientists' newfound abilities to create life through genetic engineering. Some of the roles here — a businessman, a geneticist, an environmentalist, a biclogist — may be so unfamiliar that they find it impossible to view the dilemma from one or more of the role-characters' perspectives.

Such problems are controllable, but require careful planning on the part of the instructor. Scenarios must be created so that all the roles are accessible to all the students; otherwise, the students will not learn from the experience. One way to make the roles more accessible is to generalize the scenario so that the issue remains the same, but the roles become characters with whom the students may more readily identify. For example, a scenario created for a civics class examining the effect of tax evasion on society may work better, particularly at first, if the dilemma actually deals with the underlying issues. Is it right o lie because you feel a rule is

unfair? Who gets hurt when people cheat? What if people obeyed the laws with which they agreed? These issues can be examined using scenarios that involve everyday life, and can serve as a springboard for future activities. In other words, lead the students to their destination gradually!

The second problem encountered in using the role-switching activity in a content-area class was that students rebelled against the idea at first because it deviated from the typical lecture format they expected. Although students in junior or senior high school may not have the same objection, they may quite possibly have other objections. If the students are particularly grade-conscious, they may feel that an oral language exercise which is not graded is a waste of their time, or they may dismiss the role-switching activity as "fun time." The exercises are likely to be different from what they are used to, and they are just as likely to feel threatened because these exercises _are_ different. One way of getting around the problem is to tie the activities to an event the students _are_ used to in the course. For example, the first use of role switching may be to review material already covered in preparation for a quiz, or, even better, for an out-of-class paper. The students can see the benefits of the activities more immediately if the activities are used to prepare for a task they see as meaningful.

Using the Forensic Discussion Activity

The forensic discussion activity can be used in a number of ways. First, it may be used to introduce students to new material and ideas. This activity seems especially well suited for use in content-area courses because the students will have a textbook which provides them with some background informaton, and because the topics can be designed to be closely tied to important concepts on which the students can easily find more material in the library. The content-area classroom has a distinct advantage over the

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composition classroom in this regard. The topics in the composition classroom often deal with broad ethical or moral controversies which are not always readily supplemented by the school library. By using the forensic discussion to introduce new material, the instructor will help the students to develop a store of information they can build on during the course.

The forensic discussion activity can also be used as a follow-up exercise to the role-switching activity. Often a situation for a debate can be generalized from the dilemma enacted in the switching. example, several possible topics for forensic discussion activities can be developed from the role-switching activity involving the Yanamamo Indians. Are an individual's rights to privacy sacred? Where do one person's rights end and other people's rights begin? Is it good for a society to be pluralistic, maintaining the uniqueness of its subcultures? In other words, the forensic discussion activity allows students to move from the particular to the general, to abstract what they learn.

Finally, the forensic discussion activity can be a valuable tool in preparing students for exams. The activity may serve to provide students with a summary of information covered or as a departure point for an essay-type test question. If the discussion is planned carefully, the instructor can be sure the students have enough background to "manipulate" so that they use facts to develop their arguments on the exam. The discussion shouldn't make the argument for them, but it should provide information to back up an argument!

Using the Peer-Questioning Activity

The peer-questioning activity is an excellent way to improve students' writing, both on exams and in out-of-class papers. Instructors may find it useful to allow their students a "dry run" or exam questions. For

example, a week before the exam the instructor may want to give the students a list of several possible essay topics, allowing the students to write responses to them. The peer-questioning activity can help the students flesh out their essays as well as serve as a review of the information to be tested. Likewise, the activity may prove useful in improving the quality of papers that students write outside of class. On the whole, students are good editors of other people's writing, and there is no reason why both they and the instructor should not benefit from having their work read by others before it is graded. The students will produce fuller, more cogent essays, and the instructor's work load will be cut dramatically. But, most importantly, the students will learn how to behave as readers who make demands o.. the text and as writers who meet those demands in the text.

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Illustrative Samples of Students' Compositions
in a Content-Area Classroom

The following essays were collected in an introductory anthropology class
that incorporated selected oral communication activities as a means for
improving student writing. Essays written before a role-switching exercise
are paired with papers written by the same students after the exercise.

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Before

1. Anthropologist 3. Tourist
2. Cattle rancher 4. Missionary

I think the missionary approaching the Yanomamo would hope to convert the "heathen savages" to Christianity and thereby save them from themselves. The missionaries would see clothing the Yanomamo, ending their drug use & their calling up of spirits, and essentially destroying their unique culture as their primary goal. The more "modernized Christians" that the Yanomamo become the better they would be, in terms of the missionary point of view. Denial of their culture & conformity to the criteria of the missionaries would be of primary importance.

An anthropologist dealing with the Yanomamo & this point in time would see the tribe as doomed because of the encroachment of "civilization" into the areas inhabited by these peoples. The environment is seriously threatened by hunting from outsiders, and as previously mentioned the culture of the Indians is threatened as well. Possibly an anthropologist would have a somewhat more optimistic view in terms of some intervention that they could instigate but ultimately it seems to me that they would have to admit that the Yanomamo culture as Chagnon found it in the 60's is doomed.

I guess I'd have to admit that I came down a little hard on the missionaries. Perhaps there are some that are truly interested in the welfare & health of the Yanomamo. Some could start medical centers to vaccinate the Indians against diseases brought in by outsiders. Others could educate them in more efficient ways of obtaining food & better hygiene.

I still think the anthropologist would be somewhat dismayed at the rapid, careless enculturation of the Yanomamo. I hope that the anthropologists would be able to do something to preserve their culture. At least by recording their culture in an ethnography it won't be lost forever.

Before

In the anthropological the Yanomamo people should be slowly acclimated to the outside world. Also they should be left with among their traditions and practices. They should not be 'brow beaten' to take on other ~~cults~~ cultures and made to ~~fir~~ feel that they are not human beings. The transition to the modern should become slowly.

The tourist only come to the villages to see something out of the ordinary and some of the time they take advantage of the villages ~~the~~ The tourists also bring in diseases to the villages in which the villagers have not been inoculated for and causes a high mortality rate among the tribe. This than makes the Yanomamo fearful of the foreigners. ~~the~~

after

The anthropologist role is Yanomamo people as human beings [illegible] that they should be taught about the modern world at a more slower rate and that they should be able to practice some of their traditions. ~~they~~ They should not be ~~[illegible]~~ labeled (given names other than ~~their~~ their own) without checking with genetical backgrounds to make sure the 'family' is not broken up.

intakes
ruined up?
?

The tourist should be limited to certain areas so as not "overrun" the villages. Also they should be ~~then~~ examined for any type of disease before coming out into these areas. The areas should be ones where the villagers have comprehended some of the modern 'ways' of the world so that they would not be taken advantage of.

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