

Student Intensive Continuation Course

A Video Seminar for the Student



STUDENT MATERIALS

Level C

32 Lessons Using the SICCC-C

Contents:

Section 1: Student Writing Notebook

Section 2: Student Lesson Handouts

Note: This document is for single-sided printing.



INSTITUTE FOR

Excellence in Writing

An effective method for teaching writing skills

*Andrew Pudewa
Jill Pike*

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Fourth Printing, 2011

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The Institute for Excellence in Writing
www.excellenceinwriting.com
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Section 1: Student Writing Notebook

Contents

Cover page
Key Ideas page
Stylistic Techniques
-LY Adverbs (expanded list)
Adverbs for Essays
Prepositions/Clausal Starters
Banned Words List – Verbs
Banned Words List – Adjectives
Story Sequence Model
Unit 8 Essay Model

Instructions

- A one-inch, three ring binder (with a clear plastic sleeve on the front for the title page)
- One set of five tab dividers

One of these pages can be used to insert in the front of your binder as a cover/name page. If your binder does not have a plastic sleeve, you can simply place it in the front of your notebook.

Label your five dividers as follows and insert the appropriate pages into the notebook.

- Work in Progress: Use this area for all new handouts, outlines, models, checklists, etc., that are currently being worked on.
- Completed Work: Place graded, completed work here. You may want to instruct students regarding what to save (the finished work only, perhaps a grading sheet or outline) and what to discard (old models, outlines' first drafts, etc.).
- Structure Models: Keep the “Key Ideas Page” here along with the structural models as they are provided in the lessons. Included now are the Story Sequence and Unit 8 Essay models.
- Stylistic Techniques: The Stylistic Techniques page abides here along with all style lists (“-ly,” prepositions, etc).
- Banned Words: Put Banned Words sheets behind this tab. To provide a ready-made thesaurus for your students, the banned words and alternatives from the SWI B are included on these sheets.

***Section 2** of this document contains all the student handouts, homework assignments, checklists, and grading sheets necessary to complete the course. You may keep these in a folder and hand them out as you need them, or create another divider to keep them all in the notebook.*

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Student Name: _____

SICC C First Half Grade Summary

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

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

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

Student Name: _____

SICC C Second Half Grade Summary

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

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

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

Bad Vibes

Vibrating Video Game Controls May Cause Industrial-Style Injuries

By Melinda T. Willis,
www.ABCNews.com
02/03/02

Feb. 1 — Video gamers risk more than virtual injury when they play for prolonged periods — the extended use of vibrating game controls could put them at risk for the same injury experienced by operators of power tools like jackhammers.

A letter published in this week's *British Medical Journal* describes the case of a 15-year-old British boy who developed what is known as hand-arm vibration syndrome, or HAVS, from the vibration feature on his video game control. Many newer hand held game controls have this feature, which vibrates or "rumbles" in concert with events on the screen, creating a more realistic effect.

Prior to the report, HAVS was recognized only as an occupational hazard more commonly seen in people exposed to excessive levels of vibration from operating hand held power tools such as chain saws or jackhammers.

The syndrome results from the destruction of the small vessels that supply blood to the hand. Symptoms include poor circulation, numbness, and increased sensitivity to heat and cold.

Game Over?

The researchers state that the boy in the current report played video games for up to seven hours a day. While they acknowledge that this exceeds the manufacturer's recommendations, they also note that it is not an unusual occurrence.

According to the Minneapolis, Minn., based National Institute on Media and the Family, a non-profit organization conducting ongoing research on the effects of the electronic media on children, 84 percent of teens play electronic games and the average teen plays for one hour at a sitting. The average for boys alone nears 1 1/2 hours.

"I don't know that there is a clear algorithm for what safe limits of usage are," says Dr. Michael Rich, a pediatrician at Children's Hospital in Boston, Mass., who has studied the effects of media on child and adolescent health and behavior. "I haven't seen anything like that and I would bet that no one has done the research."

The authors of the current paper would like to see the game systems come with warnings stating that developing HAVS is a risk associated with play. Other doctors are concerned about the strength of the vibrations to begin with.

"I think that probably the more reasonable response to this...on a societal level, is to say calm down the vibrations," adds Rich. "The vibrations are obviously too intense to cause this kind of damage regardless of the number of hours played."

(Bad Vibes continued)

'Nintendonitis'

Experts say that this unusual side effect of extensive game play sounds plausible. "[The report] sounds real. I haven't played these games, but I've felt the vibrations and they're pretty intense," says Rich. "I wasn't aware that the intensity of the vibration was such that it would cause [HAVS], but it makes reasonable sense."

While the authors of the report state that this is the first time that video game-related HAVS has been documented, there have been reports of other incidents associated with playing video games either on the computer or other game systems.

"Mechanical damage to fingers or the palm [have been reported] and then there's sort of a tendonitis, like a tennis elbow, that people have described," says Rich. This video game associated tendonitis has been described by some as "Nintendonitis."

Over-development of the arm, back and shoulder muscles on one side of the body at the expense of the other has also been noted. And mechanical injuries are not the only problem.

"There have been reports in the literature of kids having seizures from playing video games," says Dr. Miriam Bar-on, professor of pediatrics at Loyola University in Chicago and chair of the American Academy of Pediatrics Committee on Public Education. "Video game epilepsy is almost becoming a diagnosis unto its own."

Experts are also concerned that the full physical consequences of video game playing have not yet been seen.

"I think as kids are spending considerable amounts of time playing these games that we are going to see a lot of the injury or illness that people have seen in industry with a lot of the different types of repetitive use syndrome," adds Bar-on. "I am just waiting for the first case report of the development of carpal tunnel syndrome from using one of these video game platforms. I think it's just a matter of time."

Mr. Pudewa explained on the disc that you will be writing a summary article with every lesson while completing the SICC C. For this lesson, you will write three single-paragraph summaries: one on the *Bad Vibes* article and two more on articles of your own choosing.

Discuss with your teacher what kinds of summaries you should do. Summaries could be on current events articles found in newspapers, magazines, and on the Internet, or you can use this process to write summary paragraphs from sections of your science or history book. The process for outlining and writing is the same.

Below is a list of media options for current events articles. Discuss with your teacher which ones you are to use.

Print

Daily newspaper
The Economist
The Wall Street Journal
World Magazine
 Etc.

Online

www.abcnews.com
www.opinionjournal.com
www.townhall.com
www.newsmax.com
www.worldmag.com
www.breitbart.com
www.drudgereport.com

Other Subjects

section of history book
 section science book
 chapter from Bible

Note: For this lesson you will be writing your paragraphs using the checklist provided on the next page. In the future, however, you will be free to write these summary paragraphs without a checklist and reserve the checklists to the other writing assignment given with each lesson.

Since in future lessons there will be no checklist for your article, your grade will be based on punctuality (10 points) and lack of spelling/grammar errors (10 points for less than three errors in the paragraph).

Composition Checklist

Write three paragraphs on based on three articles (one on the article “Bad Vibes” from the video, and two on articles of your choice).

Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline
- Sentence Openers marked with a number in brackets in front of each paragraph (each in every paragraph as possible)
- Topic & Clincher** sentences repeat or reflect the same key words (bolded)

Dress-ups (middle)	Bad Vibes	Para 2	Para 3
“-ly” adverb			
“who/which” clause			
strong verb			
quality adjective			
when, while, where, as, since, if, although, because			

Sentence Openers (first word)			
① subject			
② prepositional			
③ “-ly” (first)			
④ “-ing,”			
⑤ clausal			
⑥ V.S.S. (2–5)			

Decoration: (one per paragraph) Question, 3sss, Dramatic Opener/Closing, Alliteration, Simile/Metaphor, Quotation			

Typing Guidelines for all SICC Assignments

- Margins should be 1” top and side. Page number (if document is more than one page) should be at top of page, italic, in this style: *Page 2 of 3*
- Preferred Font choices: Times Roman, Times New Roman, New York, or equivalent serif font
- Font sizes: 12 point
- Spacing should be 1.5 lines.
- Paragraphs should be in block format with one extra line space between.
- Dress-ups must be underlined.
- Sentence numbers do not need to be in margin, but should be in square brackets [] before each sentence within the body of the next.
- Decorations, if assigned, should be in *italic*.
- Paragraph Topic/Clincher key words which reflect or repeat should be in **bold**.

General:

Turned in On Time ___ (3)
 Title Centered - Top ___ (1)
 Name on paper ___ (1)
 Font/Spacing ___ (1)

Indicators:

Dress-ups Underlined ___ (3)
 Sentence Openers Numbered ___ (3)
 Topic/Clincher Key Words Bold ___ (3)

Dress-ups:

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

Sentence Openers ___(6)___(6)___(6)

Decoration ___(2)___(2)___(2)

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

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

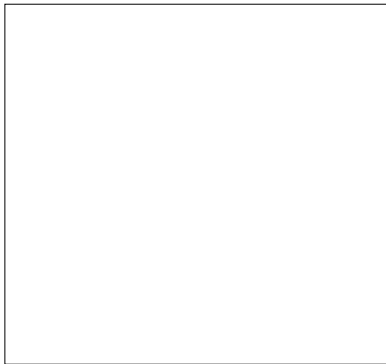
Total Score: _____ out of 63 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please

Writing from Pictures

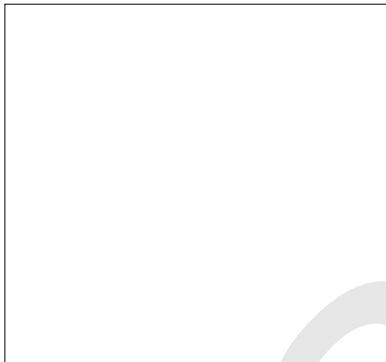
Key Point: Topic Sentence = Central Fact of Picture
(What do you see? How did it get that way? What did you see?)



I. Central Fact = _____

1. _____
2. _____
3. _____
4. _____

Clincher = central fact _____



II. Central Fact = _____

1. _____
2. _____
3. _____
4. _____

Clincher = central fact _____



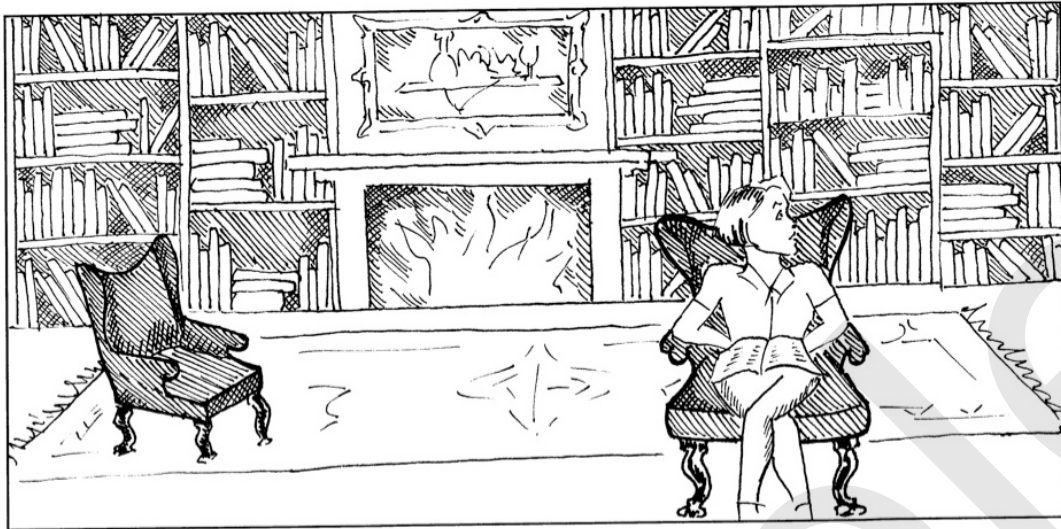
III. Central Fact = _____

1. _____
2. _____
3. _____
4. _____

Clincher = central fact _____

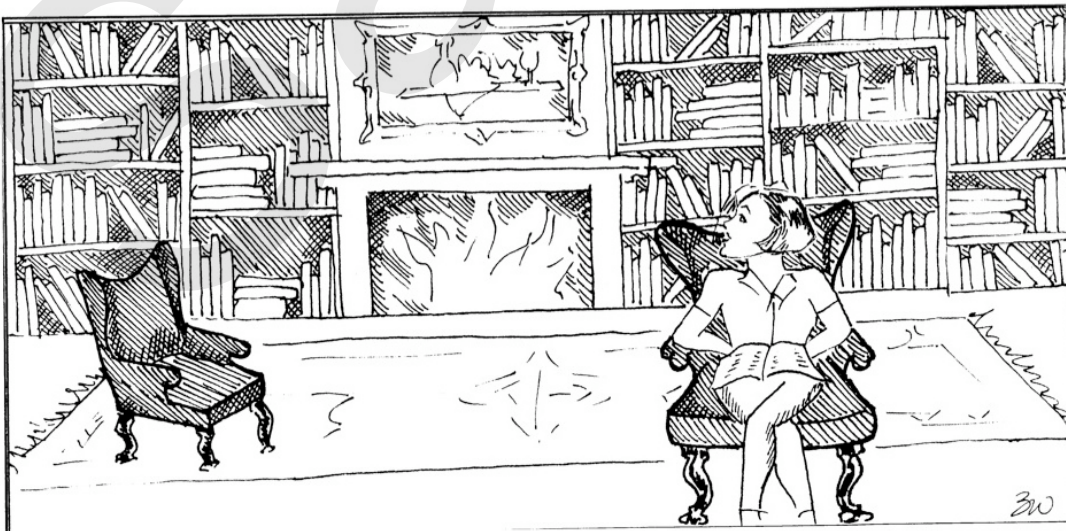
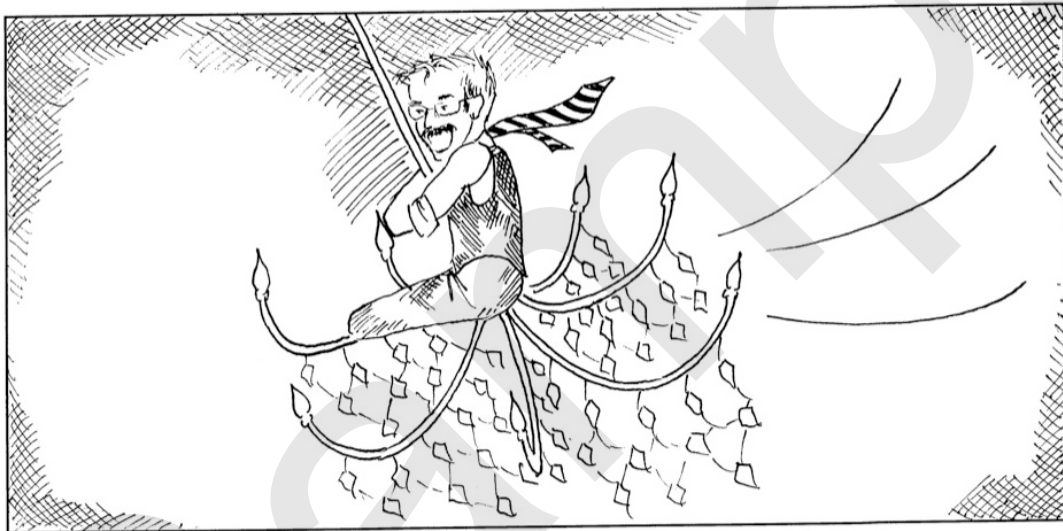
Ask questions to get details:
where? who? how? when? what? why? before? after? outside?

Instructions: Create a three-paragraph outline based on the following set of pictures.
Write a three-paragraph composition based on these pictures as described on the DVD.



Questions

- Who?
- Why?
- Where?
- When?
- Before?
- What think?
- What feel?
- How?
-
- Outside?
- History
- After?



Composition Checklist

- Write three paragraphs based on a set of three pictures.
- Summarize one article or section of a book. No style requirements

Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline
- Sentence Openers marked with a number in brackets in front of each paragraph (each in every paragraph as possible)
- Topic & Clincher** sentences repeat or reflect the same key words (bolded)
- Title repeats key words of final sentence

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

Sentence Openers (first word)	I	II	III
① subject			
② prepositional			
③ “-ly” (first)			
④ “-ing,”			
⑤ clausal			
⑥ V.S.S. (2–5)			

Decoration: One decoration per paragraph	I	II	III

General:

Turned in On Time ___ (3)
 Title Centered - Top ___ (1)
 Name on paper ___ (1)
 Font/Spacing ___ (1)

Indicators:

Dress-ups Underlined ___ (3)
 Sentence Openers Numbered ___ (3)
 Topic/Clincher Key Words Bold ___ (3)

Dress-ups:

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

Sentence Openers ___(6)___(6)___(6)
Decoration ___(2)___(2)___(2)
Topic/Clincher ___(2)___(2)___(2)
Spelling < 3 errors ___(1)___(1)___(1)

Total Score: _____ out of 63 possible = _____%

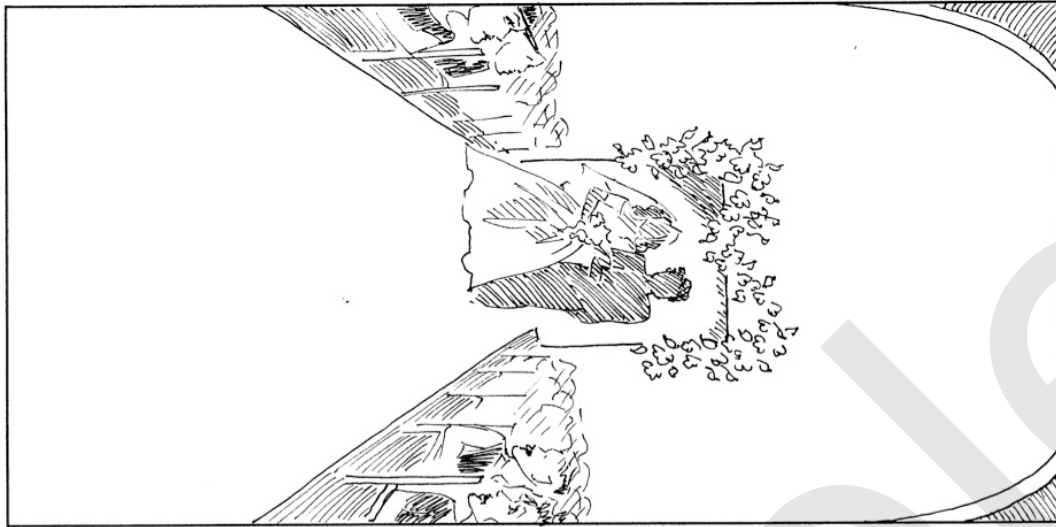
90% or higher = Excellent

89% or lower = Resubmit Please

Summary Paragraph Grade Sheet

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

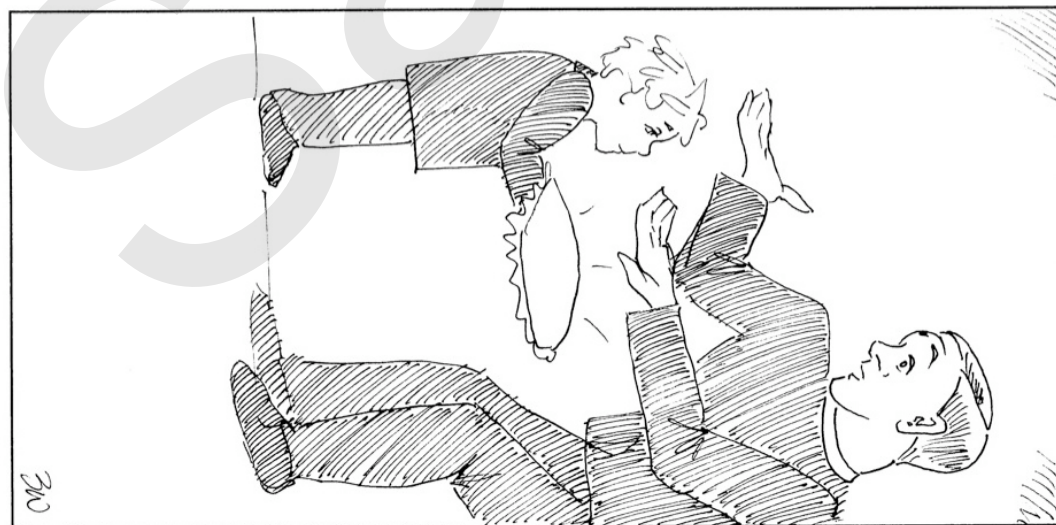
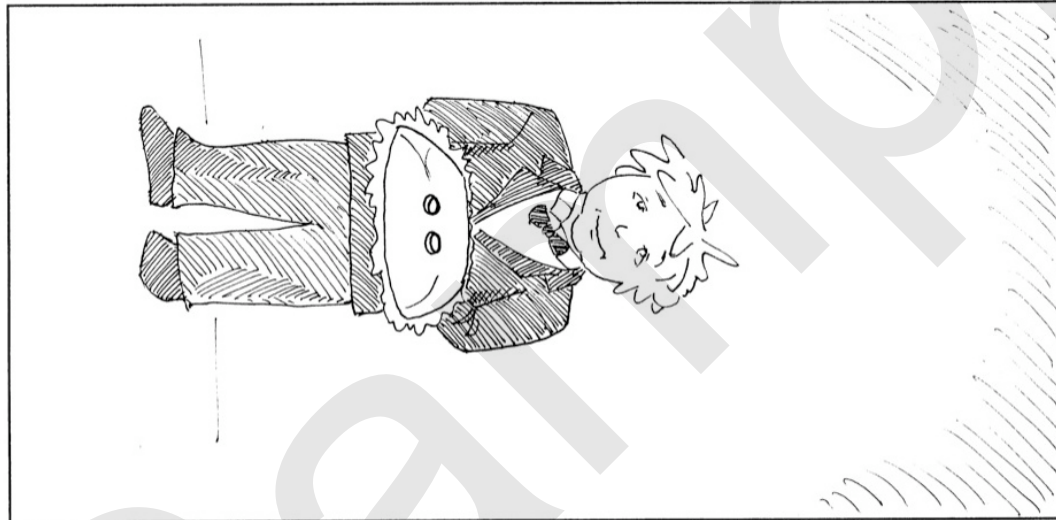
Instructions: Create a three-paragraph outline based on the following set of pictures.
Write a three-paragraph composition based on these pictures as described on the DVD.



Questions

- Who?
- Why?
- Where?
- When?
- Before?
- What think?
- What feel?
- How?

-
- Outside?
 - History
 - After?



Typing Guidelines for all SICC Assignments

- Margins should be 1” top and side. Page number (if document is more than one page) should be at top of page, italic, in this style: *Page 2 of 3*
- Preferred Font choices: Times Roman, Times New Roman, New York, or equivalent serif font
- Font sizes: 12 point
- Spacing should be 1.5 lines.
- Paragraphs should be in block format with one extra line space between.
- Dress-ups must be underlined.
- Sentence numbers do not need to be in margin, but should be in square brackets [] before each sentence within the body of the next.
- Decorations, if assigned, should be in *italic*.
- Paragraph Topic/Clincher key words which reflect or repeat should be in **bold**.

Composition Checklist

- Write three paragraphs based on a set of three pictures.
- Summarize one article or section of a book. No style requirements

Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline
- Sentence Openers marked with a number in brackets in front of each paragraph (each in every paragraph as possible)
- Topic & Clincher** sentences repeat or reflect the same key words (bolded)
- Title repeats key words of final sentence

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

Sentence Openers (first word)			
① subject			
② prepositional			
③ “-ly” (first)			
④ “-ing,”			
⑤ clausal			
⑥ V.S.S. (2–5)			

Decoration: One decoration per paragraph			

General:

Turned in On Time ___ (3)
 Title Centered - Top ___ (1)
 Name on paper ___ (1)
 Font/Spacing ___ (1)

Indicators:

Dress-ups Underlined ___ (3)
 Sentence Openers Numbered ___ (3)
 Topic/Clincher Key Words Bold ___ (3)

Dress-ups:

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

Sentence Openers ___(6) ___(6) ___(6)

Decoration ___(2) ___(2) ___(2)

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

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

Total Score: _____ out of 63 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please

Summary Paragraph Grade Sheet

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

anthrop	phil
miso	biblio
phon	graph/gram
scop/skept	a-
eu-	caco-
mega-	micro-
macro-	tele-
teleo/telio-	phobia
mania	

(Glue sides A and B back to back, and cut out the card to make Greek and Latin root flashcards.)

love	man
book	hate
writing	sound
not/no	see, examine
bad	good
small	large
far	near
fear	result
	madness for

Some helpful rules for better writing: (Always, never, or sometimes?)

1. Verbs has to agree with their subjects.
2. Prepositions are not words to end sentences with.
3. And don't start a sentence with a conjunction.
4. It is wrong to ever split an infinitive.
5. Avoid cliches like the plague. (They're old hat.)
6. Comparisons are as bad as cliches.
7. Also, always avoid annoying alliteration.
8. Be more or less specific.
9. Parenthetical remarks (however relevant) are (usually) unnecessary (in most cases).
10. Also too, never, ever use repeating repetitive redundancies.
11. Bad sentence fragments.
12. Foreign words and phrases are not apropos.
13. Do not be redundant and use more words than necessary as it's highly superfluous and simply not helpful.
14. One should never generalize.
15. Don't use no double negatives.
16. One-word sentences? Eliminate.
17. Analogies in writing are like feathers on a snake.
18. The passive voice is to be ignored.
19. Use words correctly, irregardless of how others use them.
20. Eliminate quotations. As Ralph Waldo Emerson said, "I hate quotations. Tell me what you know."
21. If you've heard it once, you've heard it a thousand times: Resist hyperbole; not one writer in a million can use it correctly.

Composition Checklist

- Write three paragraphs based on this set of three pictures.
- Summarize one article or section of a book. No style requirements



Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline
- Sentence Openers marked with a number in brackets in front of each paragraph (each in every paragraph as possible)
- Topic & Clincher** sentences repeat or reflect the same key words (bolded)
- Title repeats key words of final sentence

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

Sentence Openers (first word)			
① subject			
② prepositional			
③ “-ly” (first)			
④ “-ing,”			
⑤ clausal			
⑥ V.S.S. (2–5)			

Decoration:			
One decoration per paragraph			

General:

Turned in On Time ___ (3)
 Title Centered - Top ___ (1)
 Name on paper ___ (1)
 Font/Spacing ___ (1)

Indicators:

Dress-ups Underlined ___ (3)
 Sentence Openers Numbered ___ (3)
 Topic/Clincher Key Words Bold ___ (3)

Dress-ups:

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

Sentence Openers ___(6) ___(6) ___(6)

Decoration ___(2) ___(2) ___(2)

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

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

Total Score: _____ out of 63 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please

Summary Paragraph Grade Sheet

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

 Total ___

The Essay Model

I. Introduction

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

Decoration
Question
3 sss
Simile/Metaphor
Alliteration
Quotation

II. Topic 1

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

Clincher

III. Topic 2

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

Clincher

IV. Topic 3

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

Clincher

Body

Make all paragraphs about the same length.
--

V. Conclusion

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

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

SAMPLE PEOPLE AND TOPICS

Franklin

Child
Inventor
Old man
Firefighter
Publisher
France

Washington

boy
president
family
Mt. Vernon
Colonel

Florence Nightingale

education and childhood
fighting in the war
career in school of nursing

**SAMPLE COLLECTION OF FACTS ON ONE TOPIC
RELATED TO FLORENCE NIGHTINGALE**

Source A

(Book)

Edu/childhood

- 1.
- 2.
- 3.
- 4.

Source B

(Encyclopedia Article)

Edu/childhood

- 1.
- 2.
- 3.

Source C

(Magazine)

Edu/childhood

- 1.
- 2.
- 3.

**FUSED OUTLINE
FUSED OUTLINE**

I. Education and Childhood

- 1.
- 2.
- 3.
- 4,
- 5.
- 6
- 7.

Clincher

LADY OF THE LAMP

by Erin

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

On Feb. 7, 1837, when Florence was 17 years of age, she believed she heard the voice of God calling her. She knew He had given her a mission, possibly to help people, but it was not until nine years later she would discover what that mission was. Being born into a sophisticated and reputable family, she unfortunately could not work in a hospital as she so desired. She soon wanted more freedom. Florence, who consoled herself by reading about public health and different hospitals, soon became well versed in the subject. While her friends insisted that she was an expert on the matter, she considered herself to be only a young woman following God's call. In 1864 one of her friends brought her some literature about a nursing school in Kaiserswerth, Germany. Finally, with her parent's consent she joined, with an enthusiasm that would not die, the Protestant Nursing School in Germany. Four years later she had finished the course and had obtained the position of Superintendent of Nurses in a women's hospital in Paris in 1853. So the sweet baby of Florence, Italy, grew up into a charming, God-fearing woman.

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

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

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

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

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Composition Checklist

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

Three Body Paragraphs and Works Cited Due Date: _____

Final Draft with introduction/conclusion Due Date: _____

- Composition is 1 ½ spaced, serif font, 12 point
- Dress-ups marked with underline (one of each)
- Sentence Openers marked with a number in brackets in front of each paragraph
(each in every paragraph as possible)
- Topic & Clincher** sentences repeat or reflect the same key words (bolded)
- Introduction & Conclusion state key words for each topic (bolded)
- Title repeats key words of final sentence or last sentence in introduction
- Decoration marked with italics

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

Sentence Openers (first word)					
① subject					
② prepositional					
③ "-ly" (first)					
④ "-ing,"					
⑤ clausal					
⑥ V.S.S. (2-5)					

Decoration:					
One decoration per paragraph					

General:

Turned in On Time _____ (3)
 Title Centered - Top _____ (1)
 Name under Title _____ (1)
 Font/Spacing _____ (1)

Indicators:

Dress-ups Underlined _____ (2)
 Sentence Openers Numbered _____ (2)
 Topic/Clincher Key Words Bold _____ (2)

Dress-ups:

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

Openers Minimum Rule: _____(5) _____(5) _____(5) _____(5) _____(5)

Decoration (different each ¶) _____(2) _____(2) _____(2) _____(2) _____(2)

Topic/Clincher _____(2) _____(2) _____(2)

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

Introduction: Attention: _____(1)

Background: _____(2)

Topics: _____(3)

Conclusion: Restate Topics: _____(3)

Most Sign. & Why _____(3)

Works Cited _____(5)

Total Score: _____ out of 100 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please