CH 28 TKAM QUIZ

* Required

1. Email address *

2. What does Sheriff Ewell discover? * 2 points

Mark only one oval.

- Mr. Ewell with a knife in his chest
- Boo Radly hiding near the creek
- Link Deas hanging from a tree in front of his store
- Mayella Ewell beaten and unconscious at the foot of the courthouse

3. Who attacks Scout and Jem on the way home from the Halloween pageant? * 2 points

Mark only one oval.

- Cecil Jacobs
- Bob Ewell
- Burris Ewell
- Walter Cunningham

4. Who scares Jem and Scout on their way to the Halloween pageant? * 2 points

Mark only one oval.

- Bob Ewell
- Burris Ewell
- Walter Cunningham
- Cecil Jacobs

5. What injury does Jem suffer from the attack? * 2 points

Mark only one oval.

- A broken arm
- A sprained ankle
- A split lip
- A concussion

6. Who saves the children from their attacker? * 2 points

Mark only one oval.

- Bob Ewell
- No one knows for sure
- Reverend Sykes
- Atticus

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CH 29 TKAM QUIZ

* Required

1. Email address *

2. What "first" does Scout accomplish in Chapter 29? * 2 points

Mark only one oval.

- ◯ Being the caretaker for her brother
- ◯ Being included in a serious, adult conversation
- ◯ Staying up past midnight
- ◯ Speaking face-to-face with Boo Radley

3. Why did Boo Radley decide to go out in public? * 2 points

Mark only one oval.

- ◯ To visit Helen Robinson
- ◯ To turn himself into the sheriff
- ◯ To run away from Maycomb
- ◯ To save the Finch children from being attacked

4. Who does Scout notice in the corner? * 2 points

Mark only one oval.

- ◯ Sam Robinson
- ◯ Boo Radley
- ◯ Walter Cunningham
- ◯ Mayella Ewell

5. Who is NOT present to discuss the events that led up to the evening attack? * 0 points

Mark only one oval.

- ◯ Scout
- ◯ The sheriff
- ◯ Atticus
- ◯ Aunt Alexandra

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CH 30 TKAM QUIZ

* Required

1. Email address *

2. How does Sheriff Tate think Ewell met his death? * 2 points

Mark only one oval.

- Boo stabbed him
- Atticus intervened and stabbed Ewell
- Jem tripped him and then stabbed him
- Ewell fell on his knife

3. What do Atticus and Tate agree to say about Ewell's death? * 2 points

Mark only one oval.

- Ewell's wounds were accidental but self-inflicted
- Everyone will claim ignorance
- Boo did it but he was clearly out of his mind
- Jem did it but it was in self-defense

4. Who does Atticus say killed Ewell? * 2 points

Mark only one oval.

- An unknown gang
- Atticus himself
- Boo Radley
- Jem

5. What does Scout say putting Boo on trial would be like? * 2 points

Mark only one oval.

- Like bringing a lamb to slaughter
- Threatening a lost child
- Like shooting a mockingbird
- Like hurting a kitten

6. Who is protected by Atticus's and Tate's story? * 2 points

Mark only one oval.

- Ewell
- Jem
- Atticus
- Boo

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CH 31 TKAM QUIZ

* Required

1. Email address *

2. Who comes to visit the injured Jem? * 2 points

Mark only one oval.

- Helen Robinson
- Mayella
- Boo Radley
- Sam Robinson

3. Scout think she has learned just about everything there is to learn, except, possibly for _____? * 2 points

Mark only one oval.

- Being good at baseball
- Algebra
- Being a teenager
- Being a mother

4. Atticus says to know a man, one must do what? * 2 points

Mark only one oval.

- Listen to him
- Walk in his shoes
- Pray with him
- Sit down to dinner with him

5. Whom does Scout walk home? * 2 points

Mark only one oval.

- Boo Radley
- Helen Robinson
- Miss Maudie
- Sheriff Tate

6. What does Scout now think about her relationship and Jem's relationship with Boo? * 2 points

Mark only one oval.

- That they will never be friends
- That he is dangerous and it is best to stay away from him
- That, in a way, they are Boo's children too now
- That everyone can be friends without fear

7. How do you feel about the ending of the book? (Write a MINIMUM of 3-5 sentences of a well thought out response) * 10 points

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Clauses and Phrases – Unit 1

An **independent clause** is a clause containing a subject, a verb, and a complete thought. An independent clause can stand alone as a sentence.

INDEPENDENT CLAUSE by itself: *Steve excels in the classroom.*

INDEPENDENT CLAUSE as part of a sentence:

Because he studies regularly, *Steve excels in the classroom.*

TWO INDEPENDENT CLAUSES joined in a compound sentence:

Steve is not a great athlete, but *he excels in the classroom*

A **dependent clause** contains a subject and a verb but does not express a complete thought. It cannot stand alone as a sentence.

DEPENDENT CLAUSE as part of a sentence:

Because he studies regularly, Steve excels in the classroom.

Steve excels in the classroom *because he studies regularly.*

AAAWWUBBIS is an acronym to help you remember the basic subordinating conjunctions. An AAAWWUBBIS turns a sentence/independent clause into a dependent clause.

After **A**lthough **A**s **W**hen/Whenever **W**hile **U**ntil/Unless **B**ecause **B**efore **I**f **S**ince

SENTENCE: I studied for the test.

DEPENDENT CLAUSE / FRAGMENT: Although I studied for the test.

CORRECT: Although I studied for the test, I still did poorly.

A phrase is a group of words that does not contain its own subject or verb. It cannot stand alone as a sentence. For the sake of brevity, we will focus on a few types of phrases that are generally set off by commas: participial phrases, absolute phrases, and appositive phrases.

Participial phrases consist of a verb form ending in -en, -ed, or -ing that functions as an adjective. Participial phrases should always be placed next to the word or words that they are modifying.

Ex. *Shaken and disturbed*, Aaron turned off the television.

Absolute phrases may contain a subject but contain no acting verb. These type of phrases modify the whole sentence, not just a noun. These two types of phrases are the most likely to be set off with commas.

Ex. Aaron stared down at the floor, *his hands shaking and his heart racing.*

Appositive phrases restate, redefine, or rename a noun. An appositive phrase should always be placed next to

the word or words that it modifies.

Ex. Mr. Stevens, *my psychology teacher*, is an interesting man.

PARTICIPIAL PHRASE ALONE / FRAGMENT: Hoping that his mother would arrive soon. **PARTICIPIAL PHRASE AS OPENER**: Hoping that his mother would arrive soon, Steve paced impatiently. **PARTICIPIAL PHRASE AS INTERRUPTER:** Steve, pacing impatiently, hoped that his mother would arrive soon.	**ABSOLUTE PHRASE ALONE / FRAGMENT:** His arms shaking nervously at his side. **ABSOLUTE PHRASE AS OPENER**: His arms shaking nervously at his sides, Steve paced impatiently. **ABSOLUTE PHRASE ALONE /FRAGMENT:** His sparkling new Nikes squeaking with each cut. **ABSOLUTE PHRASE AS CLOSER:** Joe dribbled up court, his sparkling new Nikes squeaking with each cut. **ABSOLUTE PHRASE AS INTERRUPTER:** Joe, his sparkling new Nikes squeaking with each cut, dribbled up court.	**APPOSITIVE PHRASE AS OPENER**: A well-respected and experienced teacher, Mr. Jones was ready for a new challenge and wished to become a school counselor. **APPOSITIVE PHRASE AS INTERRUPTER:** Mr. Jones, a well-respected and experienced teacher, wished to become a school counselor. **APPOSITIVE PHRASE AS CLOSER:** A good choice for counselor would be Mr. Jones, a well-respected and experienced teacher.

Warm Ups

DIRECTIONS: Identify the boldfaced portion as either an independent clause (IC), a dependent clause (DC), or a phrase (P).

1. ***Until you learn how to play defense***, you will have to sit the bench. ___
2. ***Embarrassed and emotionally-drained***, Ron locked himself in his room. ____
3. ***The students worked on their tests*** while the teacher graded papers. ____
4. Most of the students, ***even the ones with failing grades***, respected the teacher. ____
5. Until you learn how to play defense, ***you will have to sit the bench***. ___
6. Embarrassed and emotionally-drained, ***Ron locked himself in his room***. ____
7. The students worked on their tests ***while the teacher graded papers***. ____
8. ***Most of the students***, even the ones struggling to pass the class, ***respected the teacher***. ____

DIRECTIONS: Put brackets around any independent clause. Underline dependent clauses. Highlight ~~any~~ phrases set off by commas. Your teacher will complete the first example with you.

EX. A kindly gentleman with impeccable manners, Mr. Jones was respected by everyone.

9. I walked to the store, secretly hoping to see Andrea on the way there.
10. Because your temper is out of control, you are losing friends.
11. Colin, my son's best friend, is an excellent student.
12. I will write a letter of recommendation for Amanda if she applies for the job.

Clauses and Phrases 1.1

Activating Background Knowledge: Fill in the blanks.		
An_____clause contains a subject, a verb, and a complete thought. It can stand alone as a sentence.	A _____ clause contains a subject and a verb, but it does not contain a complete thought.	A _____ is a word group that does not contain its own subject and verb. It cannot stand alone as a sentence.
The acronym AAAWWUBBIS helps you to remember the subordinating conjunctions. If you put an AAAWWUBBIS in front of a sentence, the sentence becomes a _____ clause. **A**fter **A**lthough **A**s **W**hen / Whenever **W**hile **U**ntil **B**ecause **B**efore **I**f **S**ince		If you leave a dependent clause or a phrase by itself, what sentence error do you create?

Application Exercise: Highlight phrases, underline dependent clauses, and put brackets around independent clauses.

SAMPLE: [We won't be able to meet] <u>unless I can move my 3:30 appointment</u>.

1. After I finish speaking with you, I will talk with your mother.

2. The band played while the crowd stood at attention.

3. Listless and emotionally-spent, Jan collapsed on the couch.

A dependent clause (begins with an AAAWWUBBIS) cannot stand alone as a sentence, but it can act as an opener. **DEPENDENT CLAUSE , INDEPENDENT CLAUSE.** Model sentence: Until Doug apologizes to the athletic director, he will not see the court.	A phrase cannot stand alone as a sentence, but it can act as an opener. Use a comma after a phrase opener. **PHRASE OPENER , INDEPENDENT CLAUSE.** Model sentence: Angry and alone, Gary desperate scanned the crowd for a friendly face.
4. Your Sentence:	5. Your sentence:

Editing and Proofreading: One of these examples is correct. Each of the other examples contains one error. Identify which sentence is correct and explain why. Be prepared to explain why the other examples won't work.

6. A. Even though we are frustrated with the dreary whether, we will try to enjoy ourselves.
   B. In spite of the dreary weather. We tried to enjoy ourselves.
   C. Even though we are frustrated with the dreary weather. We will try to enjoy ourselves.
   D. Trying to enjoy ourselves in spite of the dreary weather.
   E. Despite the dreary weather, we will try to enjoy ourselves.
   F. The dreary weather forcing us to try hard to enjoy ourselves.

The best answer is _____ because _____

What problem do several of the answers share? _____

Commas - Unit 5

A comma indicates a **pause**. It can either **separate** something, or it **can connect** two sentences if used with one of the FANBOYS.

WHEN TO USE A COMMA	PRACTICE: INSERT COMMAS WHERE NEEDED.
1. Use a comma after an **opener** (introductory word, phrase, or clause). An opener is a single word or fragment that is located at the start of a sentence and is followed by a comma. 1. Furthermore, I find the wording of your proposal to be offensive. 2. Broken and bruised, Diaz was ready to call it a day. 3. Because she had a sore throat, Janna was unable to sing her solo.	1. If you show up tomorrow Joe will put you to work. 2. Alert and ready to go Janet hopped out of bed.
2. Use a comma to set off an **interrupter** (a nonessential phrase or clause) - a word or phrase that interrupts the flow of a sentence. You can tell if something is an interrupter by checking to see whether or not it is essential to the sentence. If you can take it out, and the meaning of the sentence doesn't really change, the interrupter is **nonessential**, and should be set off with commas. 1. William, in fact, made the all-state hockey team. 2. Timmy, the smallest of the boys, was teasing my sister.	1. My father who works for the road commission is an advocate for unions. 2. The Smiths are staying I believe in North Carolina.
3. Use a comma to set off **a closer** - a fragment that is added after an independent clause (could be a complete sentence) and is preceded by a comma. Joe dribbled up court, his sparkling new Nikes squeaking with each move he made. There sat Steve, blissfully unaware of the chaos he had created	1. Emma sat down on a bench her legs aching from the long climb.
4. Use commas to separate items in a **series.** Getting to school on time, doing all my assignments, and behaving well are all things I can do to ensure my success in school.	1. He reached into his bag pulled out his laptop sat down and began to type.
5. Use a **comma + one of the FANBOYS** to make a compound sentence. I'd love to help you finish your project, but I have to be to work by nine. Gary will turn in his final project, or he will flunk the class.	1. You claim you love Aaron yet you constantly degrade him.

6.Use a comma to introduce a **quotation** when used with explanatory words like he said or she exclaimed. "Wait," demanded Stevie, "you can't leave yet." Jerry said, "I want some swimming goggles."	1. "Well" stammered Scott "I'll have to think it over."
7. Use a comma in **dates** and **addresses**. On September 11, 2001, the United States was attacked. I lived at 13768 Fruit Ridge Avenue, Kent City, Michigan, for thirteen years.	1. I graduated on June 7th 1992.

DON'T USE A COMMA.	**PRACTICE: REMOVE UNNEEDED COMMAS**
1. Don't use a comma if the dependent clause (AAAWWUBBIS) comes second. INCORRECT: The boy knocked on the door, while I was eating. **CORRECT: The boy knocked on the door while I was eating.**	1. I won't help you, if you don't want to learn.
2. Don't automatically use a comma just because you see one of the FANBOYS. INCORRECT: We sat down at the table, and began to talk. **CORRECT: We sat down at the table and began to talk.** (In this case, and is connecting two verb phrases, not two complete sentences.)	2. Joe went to the bathroom, and washed his hands.
3. Don't use a comma to set off an ESSENTIAL phrase or clause. Ask yourself this question: if you were to take the phrase or clause out of the sentence, would the basic meaning of the sentence change? If the answer is yes, then the phrase or clause is essential. INCORRECT: I recognized many of the students, who stood with me, in front of the school. **CORRECT: I recognized many of the students who stood with me in front of the school.**	3. Many of the people, who attended the meeting, were relatives of Autumn's.

Commas 5.1

Activating Background Knowledge: Fill in the blanks.

A comma indicates a _____ and is used to set off different elements of a sentence.

List the seven primary uses of a comma.

1. 2. 3.

4. 5. 6. 7.

Remember, you don't have to use a comma every time you see a coordinating conjunction (FANBOYS). If the coordinating conjunction isn't joining two independent clauses or setting off the last item in a list, you don't need to use a comma in front of it.

EX. The mind is willing, **but** the body is weak. (joining independent clauses)
EX. Everyone is coming **but** Joe. (*but* acts as a preposition - not joining two independent clauses)

Application Exercise: Insert commas where needed.

1. I lived on 35 Oak Street Rockford Michigan for much of my life.
2. My brother who worked on a farm during high school is quite strong.
3. People who work on a farm are quite strong.
4. In fact I graduated on June 3rd 1992 from Sparta High School.
5. My sister by the way is an outstanding singer

Editing and Proofreading: One of these examples is correct. Each of the other examples contains one error. Identify which sentence is correct and explain why. Be prepared to explain why the other examples won't work.

6. A. Jerrys speech had little effect on the young men, they still seemed disinterested and apathetic despite their coach's passion for the game of baseball.

B. Despite Jerrys passion for the game of baseball, the young men still seemed disinterested and apathetic, his speech had little effect on them.

C. Jerry gave a passionate speech, but it had little affect on the young men they still seemed disinterested and apathetic despite their coachs passion for the game of baseball.

D. Jerry gave a passionate speech, but it had little effect on the young men, who remained disinterested and apathetic despite their coach's passion for the game of baseball.

E. Jerry gave a passionate speech. Which had little effect on the young men, who remained disinterested and apathetic despite their coach's passion for the game of baseball.

Comma Rules Notecard

Use both sides of the notecard to create a rules guide.

DO use

1. After an opener
   a. Furthermore, I find the wording of your proposal to be offensive.
2. Set off an interrupter
   a. William, in fact, made the all-state hockey team.
3. Set off a closer
   a. There sat Steve, blissfully unaware of the chaos he had created.
4. Separate items in a series
   a. I like cheese, tomatoes, and beef.
5. Connect a FANBOYS * complete sentences
   a. I'd love to help you finish your project, but I have to be to work by nine.
6. With quotations
   a. "Wait," demanded Stevie, "you can't leave yet."
7. With Dates and address
   a. On January, 2009, James turned 7.

Don't Use

1. If the dependent clause comes second
   a. Correct:The boy knocked on the door while I was eating.
   b. Incorrect: The boy knocked on the door, while I was eating.
2. If the FANBOYS aren't connecting two complete sentences
   a. Correct: We sat down at the table and began to talk
   b. Incorrect: We sat down at the table, and began to talk
3. If the phrase or relative clauses is ESSENTIAL
   a. Correct: I recognized many of the students who stood with me in front of the school.
   b. Incorrect: I recognized many of the students, who stood with me, in front of the school.

Fragments 3.1

Activating Background Knowledge: Name the three elements of a complete sentence.

*

*

*

Application: Identify each word group as a sentence (S) or a fragment (F).

1. His eyes glistening with fresh tears. ____
2. His eyes glistened with fresh tears. ____
3. Although I would never admit that my brother actually had a point. ____
4. Which is the reason why my father no longer hunts. _____
5. Rob slept. ____

Sentence Creations

A sentence doesn't need to be long to be complete. It simply requires a **subject, a verb, and a complete thought.**

Subject + **verb** .

MODEL SENTENCE: Rob awoke.

6. YOUR SENTENCE: _____

_____

_____

A subject is not always one word. Sometimes an entire **phrase acts as the complete subject.**

Subject (phrase) + **verb** .

MODEL SENTENCE: **Going to the movies on Thanksgiving** is a family tradition.

7. YOUR SENTENCE: _____

_____

6. Your sentence:	**7.** Your sentence:

Editing and Proofreading: Rewrite the following fragment as a complete sentence. Fix any other errors.

8. Its a beautiful day for outdoor activities. Such as canoeing, hiking, or to swim.

Avoiding Sentence Fragments– Unit 3

A **sentence fragment** is a group of words that is not a complete sentence. Sometimes, writers will intentionally use fragments in a piece of literature. However, in most formal compositions, we want to avoid unintended sentence fragments.

COMMON CAUSES OF A SENTENCE FRAGMENT

1. **Missing subject or verb**

FRAGMENT: The guard near the entrance.

What is the guard *doing*? (no verb)

FRAGMENT: Changed into new clothes.

Who changed into new clothes? (no subject)

2. **Dependent clause (AAAWWUBBIS) left alone**

FRAGMENT: Because I really enjoy football.
CORRECT: Because I really enjoy football, I'm going to purchase Lions' season tickets.

3. **PHRASE left alone**

FRAGMENT: Stranded in the middle of a darkening forest. Laura desperately searched for civilization.
CORRECT: Stranded in the middle of a darkening forest, Laura desperately searched for civilization.

FRAGMENT: Hoping that his mother would soon arrive.
CORRECT: Hoping that his mother would soon arrive, Steve fiddled and paced impatiently.

FRAGMENT: Mark slipped away. Leaving his empty cereal bowl on the table.

CORRECT: Mark slipped away, leaving his empty cereal bowl on the table.

4. Generally, try to avoid beginning a sentence with **"And, Which, But, Or, Such as..."** unless you're doing it KNOWINGLY and with a PURPOSE.

FRAGMENT**:** Steve graciously stopped and waited for Leeann. *Which impressed her mother greatly.*
CORRECT: Steve graciously stopped and waited for Leeann, *which impressed her mother greatly.*

FRAGMENT: Many problems infest our cities. *Such as crime, a crumbling infrastructure, home foreclosures, and poor public services.*

CORRECT: Many problems infest our cities, *such as crime, a crumbling infrastructure, home foreclosures, and poor public services.*

Warm Ups

Sentence (S) or Fragment (F)?

1. Joe slept. ___
2. If I had a million dollars. ___
3. Living in a beautiful city on the West Coast with my wife and family. ___
4. The president gave a heartfelt speech. **Which moved me to tears**. ____
5. Stood in the corner of the room with his hat in his hand. ____
6. Tired and confused, Janet sprawled out on her sofa. ___

Avoiding Run-Ons – Unit 4

A **run-on** occurs when two sentences are improperly connected together. A common misconception is that a run-on is a really long sentence. That's not necessarily true. A sentence can be long - as long as it is properly punctuated.

Most run-ons actually occur because writers either forget end punctuation or try to use a comma to join two complete sentences.

HOW YOU GET A RUN-ON

1. **Lack of punctuation**

2. **Comma splice** (using a comma improperly to connect two sentences) RUN-ON: The judge entered the courtroom, everyone rose.

HOW YOU FIX A RUN-ON

RUN-ON: The judge entered the courtroom, everyone rose.

1. **Use a period.**
2. **Comma + FANBOYS**
3. **Semicolon**
4. **Semicolon + transition** (conjunctive adverb)

The judge entered the courtroom; thus, everyone rose.

Warm Ups

DIRECTIONS: Identify whether each of these groups is a run-on (RO) or correct (C). Underline the point where the run-on occurs.

1. Julia walked in the door, all eyes turned toward her. ___
2. He develops the products I sell them. ____
3. John has a talent for sales he can talk to anybody about anything. ___
4. Although at first Allison didn't seem like she would fit in with the group, it became clear after a few weeks that she had a good sense of humor and didn't take herself seriously, two essential qualities for those hoping to remain in good standing with this clan of jokers. ____
5. Dogs barked, cats meowed. ___

Run-ons 4.1

Activating Background Knowledge:

Define "run-on sentence."

What are the two common causes of a run-on?

1. 2.

Application Exercise: Identify each example as a run-on (RO) or correct (C).

1. About 20% of students are struggling readers, a school must provide focused interventions to help these students catch up with their peers. ____
2. About 20% of students are struggling readers; a school must provide focused interventions to help these students catch up with their peers. ____
3. About 20% of students are struggling readers a school must provide focused interventions to help these students catch up with their peers. ____
4. A school must provide focused interventions so that the 20% of students who are struggling can catch up with their peers. ____

A **comma** can be used with a coordinating conjunction **(FANBOYS)** to connect two independent clauses.

Independent clause , (for and nor but or yet so) **independent clause** .

MODEL SENTENCE: Will students be able to adjust to these new expectations, or will they flounder and fail?

5. YOUR SENTENCE: _____

_____

A **semicolon** indicates a stop. It is used to connect independent clauses.

Independent clause ; **independent clause** .

MODEL SENTENCE: Maybe it's the school's fault for not having stricter rules; maybe it's the student's fault for failing to abide by the rules that are in place.

6. YOUR SENTENCE: _____

_____

_____

5. Your sentence:	6. Your sentence:

Editing and Proofreading: One of these examples is correct. Each of the other examples contains one error. Identify which sentence is correct and explain why. Be prepared to explain why the other examples won't work.

7. A. The teacher was angry when he received a bad report from the substitute for he had warned the students to behave.
   B. The teacher had warned the students to behave for the substitute; thus, he was angry when he received a bad report.
   C. Because the teacher had warned the students to behave for the substitute. He was angry when he received a bad report.
   D. After warning the students to behave, the teacher received a bad report from the substitute. Which made him angry.
   E. Having warned the students to behave for the substitute. The teacher was angry when he received a bad report.
   F. The teacher was angry when he received a bad report from the substitute, he had warned the students to behave.

The best answer is _____ because _____

_____

Pronoun-Antecedent Agreement – Unit 11

A **pronoun must agree with its antecedent** in number and gender. The antecedent is the word that the pronoun has replaced.

You have to figure out if the sentence is talking **about each person individually or about more than one person.** Then, you have to use the appropriate pronoun. **Singular Personal Pronouns** he, she, it, his, her, its You have to use "he or she" or "his or her" if a singular noun is used and gender is unknown. **Plural Personal Pronouns** they, we, their, our	A student left his or her bag in Mr. Stark's classroom. When students participate in community service, they learn to be more responsible. An athlete must be in command of _____ body. Athletes must be in command of _____ bodies. **WRITING TIP:** *Because his/her sounds awkward, it is recommended that you generally use the plural construction in your writing.*
Singular indefinite pronouns can cause confusion. That's because all of these pronouns are singular, but we often mistakenly think of them as referring to multiple people. **SINGULAR INDEFINITE PRONOUNS:** each one no one anybody every everybody Everyone nobody Someone either Anyone neither somebody	The team members have an obligation to give _____ best. Everybody has an obligation to give _____best effort. Justin and Ben brought _____ guitars. Neither Justin nor Ben brought _____ guitar. Joe left _____ book in Mr. Stark's room. Somebody left _____ book in Mr. Stark's room.
Sometimes you may be referring to a group of people in the collective sense. If the group is working together as a unit, you will use the pronoun it or its. EX. The **team** did not achieve all of its goals for the season. If you are referring to each member of a team in **an individual sense**, use his or her. EX. **Each member** of the committee expressed **his or her** opinion.	The committee gave _____ opinion on the matter. Each member of the committee gave _____ opinion on the matter. The group said that _____ purpose was to protect the Great Lakes. Every member of the group presented _____ thoughts during the meeting.
For simplicity's sake, it is recommended that you try to **consistently use the plural form** when you're writing a paper. This makes it much easier to avoid errors in subject-verb agreement.	CORRECT: When students participate in extra-curricular activities, they tend to earn better grades. CORRECT, but awkward: When a student participates in an extra-curricular activity, he/she tends to earn better grades. INCORRECT: When a student participates in an extra-curricular activity, they tend to earn better grades.

WARM UPS

DIRECTIONS: Revise the following sentence, correcting any errors in pronoun-antecedent agreement.

When a teacher is given more autonomy, their attitude and sense of well-being improve

Pronoun-Antecedent Agreement 11.1

Read the example. Then, answer the question below. Be succinct (short, simple answer).				
A teacher must command **his/her** classroom.	Someone left **his/her** book behind.	I hope that either Lisa or Anna brought **her** copy of the map.	The team lost **its** will to win.	In general, try to use the (plural / singular) form when writing an essay. It is usually less awkward.
Why use "his/her"?	**Why use "his/her"?**	**Why use "her"?**	**Why use "its"?**	

Application Exercise: Revise the following sentences, correcting errors in pronoun-antecedent agreement.

1. Everyone has their own idea of the perfect home.

2. The counsel made their decision.

3. Either Joe or Bob will bring their guitar.

4. Hand the worksheet back, so each student can see their score.

Sentence Creations

A **comma** can be used with a coordinating conjunction **(FANBOYS)** to connect two independent clauses.

Independent clause , (for and nor but or yet so) **independent clause** .

MODEL SENTENCE: Mr. Adams wouldn't give me the answer, nor would he tell me how to solve the problem.

5. YOUR SENTENCE: _____

_____

_____

A phrase cannot stand alone. However, it may act as a **closer**.

Independent clause , **phrase closer** .

MODEL SENTENCE: The boss's presence brought everyone down, sucking the life out of the party and limiting the employees' fun.

6. YOUR SENTENCE: _____

_____

5. Your sentence:	**6.** Your sentence:

Editing and Proofreading: One of these examples is correct. Each of the other examples contains one or more errors. Identify which sentence is correct and be prepared to explain why.

7. A. When a young person engages in volunteer work, they learn to be more understanding and empathetic.
   B. When a young person engages in volunteer work. He or she learns to be more understanding and empathetic.
   C. When young people engage in volunteer work, they learn to be more understanding and empathetic.
   D. Young people, who engage in volunteer work, learn to be more understanding and empathetic.
   E. Young people who engage in volunteer work learn to be more compassionate and caring for others.
   F. By engaging in volunteer work young people learn to be more compassionate.
   G. Young people whom engage in volunteer work learn to be more compassionate and caring for others.

Avoiding Wordiness and Redundancy – Unit 13

Avoid wordiness and redundancy by taking out unnecessary words or phrases or by taking out any words or phrases that repeat themselves. You can also avoid wordiness by eliminating unnecessary helping verbs (am, is, are, was, were) and using active rather than passive voice.

Eliminate unnecessary words.

WORDY: In spite of the fact that I like you, at this particular point in time I will not be investing.

REDUCED: Although I like you, I won't be investing now.

You can trim "It is" or "There are" from virtually any sentence.

WORDY: There are three rivers that run through this county.

REDUCED: Three rivers run through this county.

WORDY: It is the satisfaction of completing a project that makes construction work rewarding.

REDUCED. The satisfaction of completing a project makes construction work rewarding.

Eliminate redundant expressions.

REDUNDANT: Joe is going to fix the broken heater, which is not working.

CORRECT: Joe is going to fix the broken heater.

REDUNDANT: The Lions lost six consecutive games in a row.

CORRECT: The Lions lost six consecutive games.

Avoid using helping forms of "to be" (am, is, are, was, were) whenever possible.

WORDY: Eurylochus is serving as a foil for Odysseus.

REDUCED: Eurylochus serves as a foil for Odysseus.

Use active rather than passive voice.

WORDY / PASSIVE VOICE: America was discovered by Christopher Columbus.

BETTER / ACTIVE VOICE: Christopher Columbus discovered America.

WORDY / PASSIVE VOICE: Hester is forced to look inward and to question the central tenets of Puritanism by her isolation.

BETTER / ACTIVE VOICE: Hester's isolation forces her to look inward and to question the central tenets of Puritanism.

WARM UPS

DIRECTIONS: Make these wordy sentences more concise.

1. There are a great deal of people at this particular time in history who avoid making any statements that might be considered controversial.

2. Dimmesdale is prevented from finding redemption throughout the action of the novel by cowardice.

Avoiding Wordiness 13.1

Activating Background Knowledge: Define each of these terms.

1. WORDINESS =

2. REDUNDANCY=

Application Exercise: Revise the following sentences, eliminating wordiness or redundancy.

1. Joe came to the realization that he did not want to take AP Statistics.

2. Alyssa thought that this was something that could take place only in the movies; therefore, she never once expected this problem to happen in her life.

A **comma** can be used with a coordinating conjunction **(FANBOYS)** to connect two independent clauses.

Independent clause , for and nor but or yet so **independent clause** .

MODEL SENTENCE: Aaron raced across the gym, and he waved his hands frantically to attract Jarrod's attention.

3. YOUR SENTENCE: _____

_____

_____

A phrase cannot stand alone. However, it may act as a **closer**.

Independent clause , **phrase closer** .

MODEL SENTENCE: Aaron raced across the gym, waving his hands frantically to attract Jarrod's attention.

4. YOUR SENTENCE: _____

_____

_____

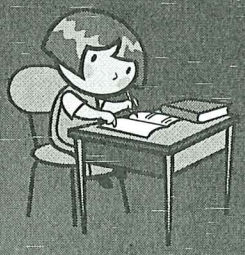
3. Your sentence:	**4.** Your sentence:

Editing and Proofreading: One of these examples is correct. Each of the other examples contains one or more errors. Identify which sentence is correct and be prepared to explain why.

5. A. The new pastors sermon dragged on – it had been over thirty minutes – and the congregation grew restless.
   B. After listening to the sermon of the new pastor drag on and continue for nearly thirty minutes, the congregation began to get restless.
   C. The new pastor's sermon dragged on for over thirty minutes; the congregation needed a brake.
   D. Because the pastor's sermon dragged on for over thirty minutes. The congregation grew restless.
   E. The congregation grew restless, because the pastor's sermon dragged on for over thirty minutes.
   F. The sermon having dragged on for thirty minutes. The congregation grew restless.
   G. There's a reason why the congregation is restless; the pastor's sermon has dragged on for over thirty minutes.
   H. There's a reason why the congregation is restless: the pastor's sermon has dragged on for over thirty minutes.

English

Expository vs. Argumentative Writing



What is Expository Writing?

- Purely informational, objective writing
- Written to inform, explain, or describe
- Author assumes the reader has no prior knowledge of the topic
- Unlike argumentative/persuasive writing, the primary goal of expository writing is to deliver information about the topic, not to persuade the reader

Types of Expository Writing

- Description
  - Topic is described using details, characteristics, features, and examples.
- Summary
  - Topic is summarized in your own words
- Sequence
  - Items are listed in a numerical order
- Comparison
  - Compare and contrast that explains how various items are alike and/or different

Examples of Expository Writing

- Newspaper articles, journals, textbooks, interviews, studies, letters, memos
- *CNN* article:

What is Argumentative Writing?

- Written to persuade the reader to adopt your position, beliefs, or behavior
- Purpose is to convince the reader that your opinion is correct
- Author assumes the reader already has prior knowledge of the topic
  - Therefore, do not devote large sections of the essay to simply summarizing the topic, texts, or material.

Writing an Argumentative Essay

- Choose a topic that is:
  1. Narrow and focused
  2. Contains an argument
  3. Can be adequately supported with evidence (outside sources, statistics, studies, news articles, expert opinion, etc.)

Narrow and Focused

- Make sure your thesis statement isn't too broad and unfocused.
  - Zero in on a particular aspect of the media or text to discuss in-depth
  - Better to focus on one aspect in-depth than to try to cover a wide range of issues superficially
  - Example:

✖ "Fantasy literature uses a good vs. evil plot."

- Too general.

➡ "Much of fantasy literature, such as *Harry Potter* and *The Lord of the Rings*, features an over-simplistic binary of good versus evil, which reduces its characters to one-dimensional didactic devices."

- Focused on particular books and how a good vs. evil plot has impacted characterization.

Contains an Argument

- Make sure your thesis statement takes a clear stand
  - Avoid indecisiveness
  - Example:

✖ "Fantasy literature uses a good vs. evil plot, which can be good or bad."

- Vague and indecisive. What is the position? Which side is supported?

➡ "Much of fantasy literature, such as *Harry Potter* and *The Lord of the Rings*, features an over-simplistic binary of good versus evil, which reduces its characters to one-dimensional didactic devices."

- A clear position is stated (against the good vs. evil plot).

Contains an Argument

- Make sure your thesis statement takes a clear stand
  - Avoid expository writing
  - Example:
    - ✖ "Sam Harris says that there can be a moral truth that science can provide."
      - Merely expository/factual writing that gives the reader information about Harris' speech
      - Facts cannot be arguments
    - ➡ "Contrary to Harris' assertions, morality cannot be an objective truth. Morality is relative to a person's viewpoint."
      - Takes a clear position of disagreement with Harris' claim

Contains an Argument

- Make sure your thesis statement contains your own ideas.
- Example:
  - Thesis: **"Sam Harris is correct that morality is objective and all his claims are true."**
    - ✖
      - Paper then goes on to summarize Harris' speech, inserting quotations from Harris
        - A weak thesis statement that demonstrates little insight or individual thought, and an overall essay that is highly expository in merely summarizing what Harris has already said.
  - Thesis: **"As Sam Harris says, science is indeed capable of providing a universal moral truth that is based on the goal of decreasing human suffering, an idea that is supported by scientific findings and contrary to the claims of moral relativists."**
    - ➡
      - Paper then goes on to explain why Harris is correct, using scientific studies as evidence that humans share a universal morality and that moral relativism is incorrect.
        - A strong thesis statement that clearly agrees with Harris, addressing the counterargument of moral relativism. Overall essay supports the thesis statement using concrete evidence from external sources.
        - Does not simply repeat Harris' claims, since Harris never examines specific scientific studies or moral relativism in-depth.

Evidence

- Make sure your thesis statement can be adequately supported with evidence (outside sources, statistics, studies, news articles, expert opinion, etc.)
  - Avoid stating personal feelings
  - Example:

✖ "I feel that *Harry Potter* is a boring book to read."

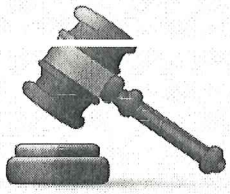
- Personal feelings cannot be supported with empirical evidence

➡ "Although *Harry Potter* may be a bestseller, it lacks substance due to flat characterization."

- Can be substantiated using examples from the books and quotations from literary critics

Court Room

- Argue like a lawyer presenting a case in a court room
  - A lawyer would:
    - Take a clear position
      - Ex. Either guilty or not guilty
    - Present concrete evidence
      - Ex. DNA samples, studies, witnesses, interviews, etc.



  - A lawyer would NOT:
    - Make an indecisive claim
      - "Maybe he's guilty, maybe he's not… I'm not sure… There's no point in arguing…"
    - Build a case entirely on hypothetical scenarios or use examples from his/her personal life as evidence
      - "The dog must not have bitten the plaintiff, because when I was a child, I had a dog who was so friendly…"

Purpose

- Expository
  - Used to inform, describe, explain, compare, or summarize in a neutral and objective way
- Argumentative
  - Used to persuade the reader that your opinion is correct
  - Opinion is clearly stated, rather than appearing neutral
- Expository = Facts

  Argumentative = Opinion

Focus

- Expository
  - Focused on information
  - Main point: To tell the reader of the facts
  - Consider:
    - What does the reader need to know about the topic?
    - How can I clearly summarize the topic?
- Argumentative
  - Focused on an opinion, a debatable claim
  - Main point: Convince the reader of the validity of your opinion using concrete evidence (studies, news articles, expert opinion, statistics, etc.)
  - Consider:
    - What real-world examples can I use to support my thesis statement?
    - What experts in the field might agree with me?
    - How can I address and refute the opposition's claims?

Structure

- Expository
  - Introduction: Introduces the reader to the topic
  - Body: Describes, explains, informs, classifies, summarizes, and/or compares various issues regarding the topic
  - Conclusion: Reminds the reader of main points and gives sense of closure
- Argumentative
  - Introduction: Leads the reader to your opinion on the topic, which is clearly stated in a thesis statement of 1-3 sentences
  - Body: Discusses the ways in which external sources (ex. studies, news articles, journals, interviews, etc.) are evidence that support your thesis statement. Refutes opposing arguments, saying why counterarguments are incorrect.
  - Conclusion: Restates overall argument and gives sense of closure. (Do not introduce a new argument.)

Using Expository Writing

- Where to use exposition in an argumentative paper
  - Introduction:

    J. K. Rowling's *Harry Potter* series and J. R. R. Tolkien's *The Lord of the Rings* trilogy are among the bestselling works of fantasy literature. Both series have had wide appeal and been adapted into profitable films. However, **much of fantasy literature, such as *Harry Potter* and *The Lord of the Rings*, features an over-simplistic binary of good versus evil, which reduces its characters to one-dimensional didactic devices.**

    - Expository writing is used to introduce the reader to background information about the topic