

9.5.2013 | Class 1 Week 1

- Jumbled sentence: Churchill on the British sentence
- Text reconstruction: Edgar Roberts on the fable
- How to make an appointment with the Centers for Academic Excellence (Writing Center)
- Book recommendation for self-teaching: Glencoe's *Grammar and Language Workbook*
- Diagnostic: Writing at Carson-Newman College ("Memories that flood my mind as soon as I close my eyes.")
- The eight basic sentence punctuation patterns every college student should know
- Reading diagnostic: zoonoses
- How the exit exam is evaluated
- Diagnostic: Agree or disagree: fables are relevant to modern lives.

ANSWER

- 3 British sentence
- 1 the essential structure
- 2 of the ordinary
- 4 is a noble thing

The essential structure of the ordinary British sentence...is a noble thing.
-Winston Churchill

NAME: _____

DATE: _____

**TEXT
RECONSTRUCTION**

What is a fable?

Text reconstruction

INSTRUCTIONS: Number the sentences in the order you believe they appear in the original paragraph, a short definition of the fable written by Edgar Roberts. Then transcribe the paragraph, including all punctuation, on the lines below. **IMPORTANT:** do not copy word by word. Try to remember 5 to 10 words at a time.

Source: Roberts, Edgar V. *Writing About Literature*, 12th Ed. New York: Prentice Hall, 2009. (Print.) (161.)

- ___7___ The adjective *fabulous* refers to the collective body of fables of all sorts, even though the word is often used as little more than a vague term of approval.
- _____ Tradition has it that Aesop was a slave who composed fables in ancient Greece.
- _____ The **fable** (from Latin *fabula*, a story or narration) is an old, brief, and popular form.
- _____ Past collectors and editors of fables have attached “morals” or explanations to the brief stories, as is the case with Aesop, the most enduringly popular of fable writers.
- _____ Often but not always, fables are about animals that possess human traits (such fables are called **beast fables**).
- ___5___ His fable “The Fox and the Grapes” signifies the trait of belittling things we cannot have.
- _____ More recent popular contributions to the fable tradition include Walt Disney’s “Mickey Mouse,” Walt Kelly’s “Pogo,” and Berke Brethed’s “Bloom County.”

ANSWER

Text reconstruction

INSTRUCTIONS: Number the sentences in the order you believe they appear in the original paragraph, a short definition of by Edgar Roberts. Then copy the paragraph word for word on the lines below.

Source: Roberts, Edgar V. *Writing About Literature*, 12th Ed. New York: Prentice Hall, 2009. (Print.) (161.)

- ___7___ The adjective *fabulous* refers to the collective body of fables of all sorts, even though the word is often used as little more than a vague term of approval.
- ___4___ Tradition has it that Aesop was a slave who composed fables in ancient Greece.
- ___1___ The **fable** (from Latin *fabula*, a story or narration) is an old, brief, and popular form.
- ___3___ Past collectors and editors of fables have attached “morals” or explanations to the brief stories, as is the case with Aesop, the most enduringly popular of fable writers.
- ___2___ Often but not always, fables are about animals that possess human traits (such fables are called **beast fables**).
- ___5___ His fable “The Fox and the Grapes” signifies the trait of belittling things we cannot have.
- ___6___ More recent popular contributions to the fable tradition include Walt Disney’s “Mickey Mouse,” Walt Kelly’s “Pogo,” and Berke Brethed’s “Bloom County.”

1. The **fable** (from Latin *fabula*, a story or narration) is an old, brief, and popular form.
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6. More recent popular contributions to the fable tradition include Walt Disney’s “Mickey Mouse,” Walt Kelly’s “Pogo,” and Berke Brethed’s “Bloom County.”
7. The adjective *fabulous* refers to the collective body of fables of all sorts, even though the word is often used as little more than a vague term of approval.

English 109 DFL – Fall 2013

Fundamentals of Exposition

CRN 4735 Tuesday and Thursday

CLASS: 1:15 to 2:35

LAB: 2:50 to 3:40

BUILDING: Victory Hall ROOM: 210

September 4 – December 19, 2013

Catherine Johnson, Ph.D.

cijohn@verizon.net

914.262.0690 cell

Class website:

English 109

<http://english109mercy.wordpress.com>

If you forget the URL, Google “English 109” and “Dobbs Ferry”
(Put these words in the same search window, and use the quotation marks.)

IMPORTANT!

Website contains HW, reading assignments, upcoming tests, etc.

Help with writing – make two appointments for 1 paper! (more info t/k)

Call Centers for Academic Excellence for appointment:

Dobbs Ferry: 914.674.7402

Bronx: 718.678.8906

OR:

Make an appointment online:

<https://www.mercy.edu>

Drop-down menu under Academics (at top of screen)

Click on Centers for Academic Excellence

Click on “Make an Appointment” (right-hand side of screen)

Calendar appears

If you want to make an appointment in the Bronx, you can change to
the Bronx at the top right-hand corner of the screen

FALL 2013 HOURS: Monday 9 am - 8 pm; Tuesday through Thursday 9
am - 9 pm; Friday 9 am - 5 pm; Saturday 10 am - 3 pm

If you are trying to teach yourself grammar (a very good idea!)

Remember: the goal of learning grammar isn't just to use correct grammar, but to use correct grammar *fluently*. **You should be able to write and punctuate any kind of sentence, including the most sophisticated, as fast as you can write your name.** (160-180 letters/punctuation marks per second)

That takes practice.

Glencoe's *Grammar and Language Workbooks* are among the most helpful advanced grammar workbooks I've found. The books provide only 1 or 2 practice sheets for each concept, which probably isn't enough, but you can do the same sheets more than once until you gain speed – or you could buy the grades 9, 10, and 11 books and use them, too. They're reasonably priced.

Another option: I've found complete copies of all six *Grammar and Language Workbooks* (Grades 7-12) posted online by school districts around the country. (I've never found a Teacher's edition posted online.)

Grade 12 Grammar and Language Workbook. New York: Glencoe/McGraw Hill, 1999. Print.

ISBN-10: 0028183126

ISBN-13: 978-0028183121

Paperback: 348 pages

Publisher: Glencoe/McGraw-Hill; 1 edition (September 1, 1999)

Language: English

Buy at Amazon for \$9.20:

http://www.amazon.com/Glencoe-Language-Grammar-Workbook-Grade/dp/0028183126/ref=sr_1_1?ie=UTF8&qid=1353357968&sr=8-1&keywords=glencoe+grammar+and+language+workbook+grade+12

Or available free online:

http://www.fullertonhigh.org/ourpages/auto/2010/9/8/52994097/12%20grade%20grammar%20-%20student%20edition_1_.pdf

ANSWER BOOK:

Teacher's Annotated Edition

ISBN: 0-02-818311-8

Buy used at Amazon:

http://www.amazon.com/Language-Arts-Grammer-Workbook-Grade/dp/0028183118/ref=sr_1_19?ie=UTF8&qid=1353357035&sr=8-19&keywords=glencoe+grammar+and+language+workbook+teachers+edition

Amazon usually has used copies of the Teacher's Edition. If they're out, then Google the title of the book and the ISBN number to find used copies elsewhere.

Exercises: Sentence Fragments

Name _____

Circle the number of any word groups that is a complete sentence.

1. Memories that flood my mind as soon as I close my eyes.
2. Because we could not wait any longer.
3. Old-world elegance combined with modern convenience.
4. Although television can offer more excitement for younger children than most teachers.
5. Oil supplies kept increasing while prices stayed high.
6. His department's attempts to determine the extent of damage.
7. Hoping to write more skillfully.
8. A new feeling of hope was present among the victims of the accident.
9. Absolutely the best course I have ever taken.
10. The first chapter dealing with freedom, the second with poverty, and the third with equality.

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The eight basic sentence punctuation patterns every college student should know

If you knew nothing more about how to punctuate a sentence than these eight patterns, you would know enough. You can do interesting things with dashes, parentheses, colons, and semicolons, *but you don't have to*. The eight patterns below are sufficient and will always serve you well.

Available at: <http://english109mercy.wordpress.com/the-8-basic-sentence-punctuation-patterns/>

Pattern one: Simple sentence

Rex barks.

Pattern two: Compound sentence with FANBOYS

Rex barks, and the cat meows.

Rex barks, but the cat meows.

Pattern three: Compound sentence with semicolon (or colon)

Rex barks; the cat meows.

Rex barks: it is time for dinner.

Pattern Four: Compound Sentence with semicolon, “transitional word,” and comma

Rex is barking; therefore, it is time to get up.

Pattern Five: Complex Sentence with the dependent clause following the independent (main) clause

Rex barks when the postman comes.

Pattern Six: Complex Sentence with the dependent clause at the beginning of the sentence

When the postman comes, Rex barks.

Pattern Seven: Sentence with Nonessential Information

Rex, who belongs to the lady next door, is barking. [NONESSENTIAL CLAUSE – WE KNOW WHICH DOG]

Her dog, Rex, is barking. [NONESSENTIAL WORD – SHE HAS ONE DOG, SO WE KNOW WHICH DOG THIS IS ABOUT]

Pattern Eight: Sentence with Essential Information

The dog that lives next door is barking. [ESSENTIAL CLAUSE – WHICH DOG?]

The dog next door is barking. [ESSENTIAL PHRASE – WHICH DOG?]

Pattern 1: Simple sentence

Rex barks. [A SIMPLE SENTENCE HAS A SUBJECT AND A PREDICATE AND CAN BE MUCH LONGER THAN “REX BARKS”]
Rex and Fido bark and run. [A SIMPLE SENTENCE CAN HAVE A COMPOUND SUBJECT & A COMPOUND VERB]

Pattern 2: Compound sentence with comma and a FANBOYS

Rex barks, and the cat meows. [A COMPOUND SENTENCE HAS AT LEAST TWO INDEPENDENT CLAUSES]
Rex barks, but the cat meows. [FANBOYS: FOR, AND, NOR, BUT, OR, YET, SO]

Pattern 3: Compound sentence with semicolon (or colon)

Rex barks; the cat meows. [AT LEAST TWO INDEPENDENT CLAUSES]
Rex barks: it is time for dinner.

Pattern 4: Compound Sentence with semicolon, “transitional word,” and comma

Rex is barking; therefore, it is time to get up. [AT LEAST TWO INDEPENDENT CLAUSES]

Pattern 5: Complex Sentence with dependent clause following independent (main) clause – no comma (usually)

Rex barks when the postman comes. [“WHEN THE POSTMAN COMES” IS AN ADVERBIAL CLAUSE]

Pattern 6: Complex Sentence with dependent clause at beginning of the sentence – comma

When the postman comes, Rex barks. [“WHEN THE POSTMAN COMES” IS AN ADVERBIAL CLAUSE]

Pattern 7: Sentence with nonessential phrase or clause – commas

Rex, who belongs to the lady next door, is barking. [NONESSENTIAL ADJECTIVE CLAUSE – WE KNOW WHICH DOG THE SENTENCE IS TALKING ABOUT, SO ‘WHO BELONGS TO THE LADY NEXT DOOR’ IS EXTRA INFORMATION]
Her dog, Rex the Scottish terrier, is barking. [NONESSENTIAL ADJECTIVE PHRASE – SHE HAS ONE DOG, SO WE KNOW WHICH DOG THE SENTENCE IS ABOUT]
Her dog, Rex, is barking. [NONESSENTIAL ADJECTIVAL WORD – SHE HAS ONE DOG, SO WE KNOW WHICH DOG THIS IS ABOUT – NOTE: A NOUN PLACED NEXT TO ANOTHER NOUN TO IDENTIFY THE 1ST NOUN IS CALLED AN APPOSITIVE]

Pattern 8: Sentence with essential phrase or dependent clause – no commas

The dog that lives next door is barking. [ESSENTIAL ADJECTIVE CLAUSE – WHICH DOG ARE YOU TALKING ABOUT? THE ONE THAT LIVES NEXT DOOR]
The dog next door is barking. [ESSENTIAL ADJECTIVE PHRASE – WHICH DOG?]

Based in: Punctuation Patterns – Pasadena City College
http://www.pasadena.edu/divisions/english/writing/documents/dbdistin_519.pdf

Catherine Johnson, Ph.D.
English 109
Mercy College | Dobbs Ferry, NY

Infectious diseases are the only ones that can be transmitted. They may be spread by infected animals, infected people, or contaminated substances, such as food and water. Infectious diseases that can be transmitted to humans from infected animals are known as zoonoses. Zoonoses may be transmitted by carriers, such as insects; by the bite of an infected animal; by direct contact with an infected animal or its excretions; or by eating animal products.

Zoonoses are:

- a. insects that carry diseases.
 - b. infected animals that transmit infectious diseases to humans.
 - c. infectious diseases that man gets from animals.
 - d. carriers that transmit infectious diseases.
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Whimbey, Arthur and Linden, Myra J. *Teaching and Learning Grammar: The Prototype-Construction Approach*. Chicago: BGF Performance Systems, LLC, 2001. Print.

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How the Exit Exam is evaluated:

1. Is the paper at least 5 paragraphs long? (More is fine.)
2. Is the paper a classification, definition, or simple argument (depending upon the assignment)?
3. Does the introduction include a thesis statement?
4. Do the three “body paragraphs” each begin with topic sentences?
5. Are the paragraphs “well-developed”? Does each paragraph have two to three examples from the stories we’ve read?
6. Does the conclusion tell us why the thesis matters?
7. Are grammar and punctuation correct?
8. Are all words spelled correctly?

Diagnostic

Agree or disagree: Fables are relevant to modern lives.

Please write a 5-paragraph essay using evidence from the three fables below to make your case.

Androcles and the Lion

A slave named Androcles once escaped from his master and fled to the forest. As he was wandering about there he came upon a Lion lying down moaning and groaning. At first he turned to flee, but finding that the Lion did not pursue him, he turned back and went up to him. As he came near, the Lion put out his paw, which was all swollen and bleeding, and Androcles found that a huge thorn had got into it, and was causing all the pain. He pulled out the thorn and bound up the paw of the Lion, who was soon able to rise and lick the hand of Androcles like a dog. Then the Lion took Androcles to his cave, and every day used to bring him meat on which to live. But shortly afterwards both Androcles and the Lion were captured, and the slave was sentenced to be thrown to the Lion, after the latter had been kept without food for several days. The Emperor and all his Court came to see the spectacle, and Androcles was led out into the middle of the arena. Soon the Lion was let loose from his den and rushed bounding and roaring towards his victim. But as soon as he came near to Androcles he recognized his friend, and fawned upon him, and licked his hands like a friendly dog. The Emperor, surprised at this, summoned Androcles to him, who told him the whole story. Whereupon the slave was pardoned and freed, and the Lion let loose to his native forest.

Gratitude is the sign of noble souls.

The North Wind and the Sun

A dispute arose between the North Wind and the Sun, each claiming that he was stronger than the other. At last they agreed to try their powers upon a traveler to see which could soonest strip him of his cloak. The North Wind had the first try.

Gathering up all his force for the attack, he came whirling furiously down upon the man, and caught up his cloak as though he would wrest it from him by one single effort: but the harder he blew, the more closely the man wrapped it round himself. Then came the turn of the Sun. At first he beamed gently upon the traveler, who soon unclasped his cloak and walked on with it hanging loosely about his shoulders then he shone forth in his full strength, and the man, before he had gone many steps, was glad to throw his cloak right off and complete his journey more lightly clad.

Persuasion is better than force.

The Old Man and Death

A very poor old man, footsore and bent with years, threw down the heavy bundle of firewood under which he had been groaning, and with tears in his eyes exclaimed: "Oh, hard luck! What pleasure have I ever known? Nothing but work all day—no money—no one to care for me. Alas! I'd sooner Death would take me away." Behold, the grim King of Kings stood before him, dreadful and awe-inspiring, as he rested on his scythe. "Beg pardon, but did I receive a hurry call?" The old man turned all colors and trembling like a leaf, replied, "Please, sir, would you kindly help me to lift this bundle of sticks on to my shoulder?"

We would often be sorry if our wishes were granted.

Androcles and the Lion

font size 11

Word
count

Total

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Gratitude is the sign of noble souls. 7 268

Aim: 250-200 words per minute

1-minute readings – record words per minute & number of errors (if possible)														
Date	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat
	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1 st timing														
2 nd timing														
3 rd timing														

AIM: 250 – 200 wpm