

JOHN METOYER'S ENGLISH 97



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ENGLISH 97: A MODULAR APPROACH

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Introduction to English 97: Written Communication Skills

Your Guide to Succeeding in This Course

Welcome to English 97: Written Communication Skills! This textbook is designed to support your learning journey as you develop the reading, writing, and analytical abilities essential for success in college-level courses and beyond. Whether you are new to academic writing or looking to strengthen your skills, this resource will help you navigate the key areas of effective communication and equip you with strategies to express your ideas clearly and confidently.

Course Structure: A Modular Approach

The content of this textbook is organized into five distinct modules. Each module is dedicated to exploring a single subject area that is critical to academic communication. By focusing on one topic at a time, you will have the opportunity to engage deeply with the material, allowing for a thorough understanding and practical application of the concepts presented.

Within each module, you will find a thoughtfully structured sequence of activities and assignments which adhere to the academic writing cycle. The activities include:

- Initial readings to introduce and contextualize the subject matter.
- Critical reading exercises that foster in-depth analysis and comprehension.
- Text annotation tasks to enhance engagement and understanding.
- Personal reading journals—hosted on private discussion boards—to encourage brainstorming and reflection.
- Outlining activities to help you organize your thoughts and prepare your writing.
- Essay drafting assignments that guide you through the process of developing polished written work.

These components are designed to build upon one another, giving you the tools and practice necessary to become a more effective reader and writer.

Mastering Grammar and Punctuation

Strong Written Communication Skills require a solid grasp of grammar and punctuation. Embedded throughout each module are targeted readings, exercises, and quizzes focusing on the most common challenges faced by new college writers. These resources are intended to demystify the rules of academic English and offer practical strategies for avoiding frequent errors, ensuring that your writing is both accurate and professional.

Generative A.I. and Personal Writing Handbook Project

To further personalize your learning experience, beginning in Module 2, you will embark on the Personal Writing Handbook (PWH) project. Guided by your professor, you will identify specific areas where you encounter difficulty in your writing. Leveraging the capabilities of artificial intelligence, you will create six short chapters, each tailored to address your individual writing challenges. Additionally, you will complete two chapters focused on mastering MLA formatting and source citation, essential skills for academic research and writing.

This project not only empowers you to take ownership of your learning but also provides you with a practical resource you can reference in future courses and writing assignments.

Getting the Most from This Textbook

As you progress through English 97, use this textbook as both a guide and a companion. Take advantage of the interactive activities, reflect on your growth, and do not hesitate to seek support from your instructor or peers. By actively engaging with the material, you will develop the confidence and competence required for academic and professional success.

We wish you an enriching and rewarding semester in English 97: Written Communication Skills!

TABLE OF CONTENTS

Licensing

1: Module 1- The National Guard in Chicago

1.1: Critical Reading

1.1.1: Activity- Watch and Learn

1.2: Stop the Indifference

1.3: Annotating Texts

1.4: Annotation Assignment

2: NG in Chicago- WK 2

2.1: NG Discussion

2.2: Commas

2.2.1: Readings and Activities

2.2.1.1: YAY! QUIZ TIME!!!

2.2.1.1.1: Comma Splices Quiz

2.2.1.1.2: Commas- Nonessential Elements Quiz

2.2.1.1.3: Commas and Complex Sentences Quiz

2.2.1.1.4: Commas and Compound Sentences Quiz

2.2.1.1.5: Misplaced Commas Quiz

3: NG in Chicago- WK3

3.1: Sentence Fragments Reading

3.2: Sentence Fragment Quiz

3.3: Outlining

4: NG in Chicago-WK4

4.1: Run-On Sentences

4.2: Run-On Quiz Time!

4.3: Essay Drafting

5: Module 2- "The Vaccination War"

5.1: Reading Activity

5.2: Annotating

5.3: Personal Writing Handbook

5.4: PWH Assignment

6: Vaccine War- WK6

6.1: Semicolons

6.2: Semicolon Quiz

6.3: Discussion Board

7: Vaccine War- WK7

7.1: PWH- Chapter 2

7.2: Outline Assignment

8: Vaccine War- WK8

8.1: Reading- S/V Agreement

8.2: S/V Agreement Quiz

8.3: Vaccine War Drafting

9: Module 3- Gender and Toys

9.1: Critical Reading

9.2: PWH- Chapter 3

10: Gender and Toys- WK10

10.1: Apostrophes

10.2: Apostrophe Quiz

10.3: Outline and Drafting

11: PWH and Code Switching

11.1: Reading and Discussion

11.2: PWH Chapter 4

12: Module 4- “College, Inc.”

12.1: Week 12

12.2: Capitalization

12.3: Capitalization Quiz

12.4: Reading and Discussion

13: College, Inc.- WK13

13.1: PWH Chapter 5

13.2: Outline and Drafting

14: Module 5- Exit Essay Prep

14.1: Pronouns

14.2: Pronoun Quiz

14.3: Practice Exit Reading and Discussion

15: Wrapping Up!

15.1: PWH Chapter 6

15.2: PWH Chapter 7

15.3: Final Reflection

Index

Glossary

Detailed Licensing

Detailed Licensing

Licensing

A detailed breakdown of this resource's licensing can be found in **Back Matter/Detailed Licensing**.

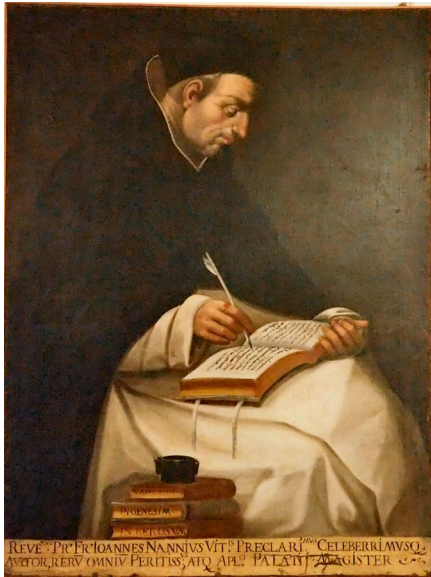
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1.1: Critical Reading

INTRODUCTION TO CRITICAL READING AND ANNOTATION

CRITICAL READING

Critical reading is the process of actively analyzing, interpreting, and evaluating a text rather than simply absorbing information at face value. It involves questioning the author's arguments, identifying assumptions, assessing the quality of evidence, and considering different perspectives. By engaging in critical reading, readers develop a deeper understanding of the material and are better able to form their own informed opinions.



ANALYTICAL READING

Analytical reading, or rhetorical analysis, is the approach of breaking down a text into its component parts to understand how it is structured and how its arguments are constructed. This type of reading emphasizes examining the relationships between ideas, looking at supporting evidence, and considering how the author's logic and methods contribute to the overall meaning and purpose of the work.

ANNOTATION

Text annotation is the practice of adding notes, comments, highlights, or other marks to a written work in order to interact more deeply with its content. This process often involves underlining or highlighting important passages, writing questions or reactions in the margins, and making connections to other ideas or texts. Annotation serves as a tool for active engagement, helping readers track their thoughts, clarify meaning, and identify key arguments or evidence within the text.

As scholars, we annotate texts to foster a more thorough understanding and critical engagement with what we read. Annotating allows us to record our immediate responses, note areas of confusion or interest, and synthesize information by connecting it to prior knowledge or ongoing research. This active approach not only aids in comprehension and retention but also prepares us for deeper analysis, discussion, and scholarly writing, making annotation an essential skill for academic work.

ANNOTATE TO BUILD VOCABULARY

To annotate a text for the purpose of building vocabulary, begin by highlighting or underlining unfamiliar or significant words as you read. In the margins or in a separate notebook, jot down the definitions of these words, either by inferring meaning from context or by looking them up in a dictionary. You can also write example sentences or note synonyms and antonyms to reinforce

your understanding. This process not only helps you remember new terms but also enables you to spot patterns in language use, deepening your engagement with the material and expanding your vocabulary over time.

SLOs Addressed in This Section

- 19. Identify author's main idea and purpose for writing.
- 20. Keep track of unfamiliar vocabulary.
- 21. Annotate a text

1.1.1: Activity- Watch and Learn

Watch & Learn: Analysis

The following set of three video guides were created to walk you through the text analysis process step-by-step. Whether you're new to text analysis or looking to refine your skills, these videos offer clear explanations and practical demonstrations to help you get started quickly and efficiently.

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1.2: Stop the Indifference

“Stop the Indifference: Bring in the National Guard”

In “Stop the Indifference: Bring in the National Guard,” Donna More (2017) highlights Chicago’s continued high rates of gun violence, with past attempts at concentrated law enforcement briefly reducing shootings. The author urges bold, sustained action, including deploying the National Guard, to restore public safety and end complacency among officials and residents.

Active Reading

As you read the article, identify the authors main argument and examples used to support that argument. Also ask yourself if deploying the National Guard in Chicago is good idea. Are there any equity issues related to race and/or culture associated with More’s (2017) argument?

Path to Article & Citation

More, Donna. “Stop the Indifference: Bring in the National Guard.” *Chicago Tribune*, 08 Mar., 2017, pp. 19. ProQuest, <https://www.proquest.com/newspapers/stop-indifference-bring-national-guard/docview/1875058536/se-2>.



1.3: Annotating Texts

Watch & Learn: Annotation

The following video guide was created to walk you through the text annotation process step-by-step. Whether you're new to annotation or looking to refine your skills, this video offers clear explanations and practical demonstrations to help you get started quickly and efficiently.

Interactive Content

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

[View this Interactive Content online](#)



For additional and more detailed information on annotation, you might find this site useful: <https://owl.excelsior.edu/orc/what-to-do-while-reading/annotating/>

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1.4: Annotation Assignment

Annotation Assignment: Donna More's "Stop the Indifference: Bring in the National Guard"



For this assignment, you will actively engage with Donna More's article, "Stop the Indifference: Bring in the National Guard," by annotating the text as you read. Annotation is the practice of adding notes, comments, highlights, or other marks to a written work in order to interact more deeply with its content. Through annotation, you will identify important passages, pose questions, note your reactions, and make connections to other ideas or texts. This will help you clarify meaning, track your thoughts, and identify key arguments and evidence.

Assignment Instructions

Part 1- Read and Annotate:

Carefully read Donna More's article. As you read, use the following annotation strategies:

1. Underline or highlight key phrases, sentences, or arguments that stand out to you.
2. Write questions or comments in the margins to clarify meaning, express your reactions, or note areas of confusion or interest.
3. Draw connections between the article and other texts, current events, or your own experiences.
4. Identify and define unfamiliar or significant vocabulary words. Write definitions, synonyms, antonyms, or example sentences either in the margins or in a separate notebook.

Part 2- Reflect:

After annotating the article, write a brief reflection (one to two paragraphs) summarizing how the annotation process helped you understand the author's argument and develop your own perspective on the topic.

2: NG IN CHICAGO- WK 2

Week 2 Introduction: Mastering Commas and Critical Discussion

Welcome to Week 2, where you'll strengthen your understanding of common comma errors through focused readings and hands-on practice. Begin by reviewing the assigned materials on comma usage to identify frequent mistakes and how to avoid them. Next, test your knowledge with an interactive comma quiz designed to reinforce the concepts you've learned. Finally, you'll engage in an individual discussion board activity that prompts reflection and analysis of Donna More's article, "Stop the Indifference: Bring in the National Guard." Through these readings and activities, you'll build both technical writing skills and critical thinking abilities.

Course SLOs Addressed

15. While revising, editing, and proofreading, apply conventions of Standard Edited English, and eliminate surface errors that interfere with coherence and clarity.

18. Summarize, analyze, and evaluate the arguments, counter-arguments, and evidence in the writing of others.



2.1: NG Discussion

2.2: Commas

2.2.1: Readings and Activities

2.2.1.1: YAY! QUIZ TIME!!!

2.2.1.1.1: Comma Splices Quiz

2.2.1.1.2: Commas- Nonessential Elements Quiz

2.2.1.1.3: Commas and Complex Sentences Quiz

2.2.1.1.4: Commas and Compound Sentences Quiz

2.2.1.1.5: Misplaced Commas Quiz

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2.1: NG Discussion

INDIVIDUAL DISCUSSION BOARD

GUIDELINES

After critically reading Donna More's article, answer each question with at least two or three sentences. Please note: your answers will not be shared with your peers. This is a safe space for you to begin formulating your personal stance on More's (2017) proposal.



1. What is the main argument or thesis Donna More presents in her 2017 article "Stop the Indifference: Bring in the National Guard," and how does she support her position?
2. How does More address potential criticisms or counterarguments to deploying the National Guard, and do you find her responses convincing?
3. In what ways does the article explore the ethical implications of involving the National Guard in civil matters, and what stance does More take on these issues?
4. How does More use language and tone to influence readers' perceptions of the urgency and necessity of her proposal?
5. Considering the context in which the article was written, what social or political factors might have influenced More's perspective, and how do these factors shape her recommendations?
6. Are there any potential race or class biases inherent in More's plan?

SLOs ADDRESSED

18. Summarize, analyze, and evaluate the arguments, counter-arguments, and evidence in the writing of others.

2.2: Commas

The Comma: Tricky, Mysterious, and Subjective?



People often think commas are tricky and mysterious, and while they may be tricky if we aren't familiar with the rules, they are not mysterious at all. They are not subjective, and no matter what your third-grade teacher told you, it's probably not a good idea to place a comma wherever you feel the need to take a breath. What happens if you have a stuffy nose from a cold? Your essay might be littered with unnecessary commas.

There are actually some pretty clear-cut rules regarding commas, and while some rules seem to be clearer than others, at least in terms of how much most people understand, there are some basic comma rules that can help you know when and when not to use a comma.

With Coordinating Conjunctions

Use a comma with a coordinating conjunction when combining two independent clauses.

An **independent clause** is a term for a complete thought or sentence with both a subject and a verb. A **coordinating conjunction** is a conjunction that combines two equal elements and can combine two complete sentences. We have seven coordinating conjunctions in American English:

For

And

Nor

But

Or

Yet

So

You may have heard of these referred to as the **FANBOYS**, which is a great way to help you remember all seven of the coordinating conjunctions.

Coordinating conjunctions can connect all kinds of words and phrases, but when they are used to connect independent clauses, we must place a comma before the coordinating conjunction, as illustrated in the following example:

example

I am preparing for a zombie invasion, **and** I am building a strong zombie fort around my home.

Tip!

If the coordinating conjunction does not connect two independent clauses, you would not need a comma before the coordinating conjunction, as illustrated in the following example:

I am preparing for a zombie invasion **and** am building a strong zombie fort around my home.

In a Series

Life is a series of commas, not periods.

~Matthew McConaughey, actor

Use a comma to separate items in a series (three or more things).

You should even place a comma between the last two, although some writing style guidelines now omit this comma. In academic culture, we still use the serial or “Oxford” comma, so even punctuation rules have a rhetorical context. In some situations, you may not use the serial comma, but in academic writing you should, as illustrated in these examples:

example

She stayed up all night watching scary movies and ate **popcorn, peanuts, and chocolate**.

She **ran into the house, shut the door, and locked all of the locks** because she thought a werewolf was behind her.



With Introductory Phrases



Use commas after introductory words or phrases.

Subordinating conjunctions are words that connect, but unlike **coordinating conjunctions**, which connect equal parts, subordinating conjunctions connect dependent clauses (incomplete thoughts) to independent clauses. When you see a subordinating conjunction at the beginning of a sentence, this signals an introductory phrase, and you know a comma is coming at the end of that subordinate phrase, as illustrated in these examples:

example

Because his favorite team lost the Super Bowl, he would not speak to anyone about the game for two years.

Although they have stored a lot of food in their basement, I am not sure if they have enough for a zombie apocalypse.

Some of the most common subordinating conjunctions include the following:

common subordinating conjunctions

because
although
after
while
since

tip!

When these same phrases appear at the end of a sentence, they are not set off by commas, except in cases of strong contrast—for instance, in the case of the word **although**.

He would not speak to anyone about the game for two years because his favorite team lost the Super Bowl.

I am not sure if they have enough for a zombie apocalypse, **although** they have stored a lot of food in their basement.

You should also place a comma after introductory words, as illustrated in this example:

example

However, video games make great presents for a teenager.

Essential & Nonessential Information



Use commas in the middle of a sentence to set off words or phrases that are **not essential** to the meaning of the sentence.

example

The New York Yankees, **who happen to be my favorite team**, have won more World Series than any other team in baseball.

The Boston Red Sox, **however**, have won the World Series only seven times.

This rule can be a little tricky because of some misinformation we may have received at some point in elementary school. Were you ever taught that the trick to determining whether or not you need commas around information in the middle of a sentence was to pull out that information and see if the sentence was still complete? If the sentence was still complete, then you would know you needed a comma around that extra information.

Well, that doesn't always work so well.

The best tip is to think about how meaning would be affected if you pulled out the word or phrase. If the meaning is not really affected, the word or phrase is not essential and should be placed inside a set of commas.

Conversely, it's important to remember that **essential** words or phrases should not be set off with commas.

example

Her copy of Skyrim **that I borrowed last week** was the best game I have ever played and probably the best video game in the history of the world.

With Adjectives

Use a comma to separate coordinate adjectives describing the same noun.

An **adjective** is a word that describes a noun, and when we have two coordinate or "equal" adjectives describing the same noun, we need to place a comma between those adjectives, as illustrated in this example:

example

It was a **stressful, sleepless** night because I stayed up too late playing Dead Space.

If the adjectives aren't coordinate, or "equal," you should not separate them with a comma, as illustrated in this example:

example

Everyone knows the **white frame** house on Third Street is haunted.



A good trick to help you determine whether or not adjectives are coordinate is to try reading the sentence with the adjectives in reverse order or to add the word **and** between them. If the sentence would still make sense to you, the adjectives are coordinate, and you would need to separate them with a comma if they are describing a single noun.

Shifts at the End



Use a comma to separate coordinate elements at the end of a sentence or to indicate a distinct shift at the end of a sentence.

This comma rule is pretty straightforward. If you have a distinct shift at the end in content or a shift at the end for emphasis, you should set off that shift at the end with a comma.

examples

You want me to fight Chuck Norris for you? I am brave, **not crazy**.

You are going to stand in line for the new Halo 4, **aren't you?**

With Quotes



Use a comma between the main discourse and a quote.

Whether you are writing dialog or setting up a quote from a source in your research essay, you should use a comma to separate the main discourse from your quote.

examples

As Bilbo Baggins said, **“I like half of you half as well as I should like, and like less than half of you half as well as you deserve!”**

My favorite line in Shakespeare’s *Macbeth* is when the witches say, **“Double, double, toil and trouble; fire, burn; and cauldron, bubble.”**

Places & Dates

Privet Drive

Use commas to set apart geographical names and to separate items in dates, except for between the month and the day.

example

When I heard zombies had been located in **New York, New York**, I knew it was time to move to **Los Angeles, California**.

It is a good thing that letter made it to **4 Privet Drive, Little Whinging, Surrey, England**.

I know the Mayan calendar indicates the end of the world on **December 21, 2012**, but I am going to stick with Nostradamus because he gave us until 3797.

Comma Abuse

a person holding a video game remote

Finally, don't abuse the poor comma. It hasn't done anything to you. Well, it may have caused you some stress from time to time, but you should not abuse it. You should *definitely* not use a comma in the following instances:

1. To separate a subject from a verb.

example

My zombie plan, involves the complete and utter failure of your zombie plan.

2. Between two verbs or verb phrases in a compound predicate.

example

Do those vampires really sparkle in the sunlight, and drink only animal blood?

3. Between two nouns or noun phrases in a compound subject.

example

Aggressive newbies, and campers are ruining the gaming experiences for me.

4. To set off a dependent clauses at the end of a sentence, except in cases of strong contrast.

example

My gaming confidence is at an all-time low, because I got pwned ten times by a second grader.

Tips from the Professor

Students often struggle with commas when it comes to using them correctly with the coordinating conjunctions—**and**, **but**, **or**, **for**, **nor**, **so**, and **yet**.

The important thing to remember is that you have to keep in mind what else is around that conjunction. You can't assume that every time you use **and** you'll need a comma. Sometimes, you will, and, sometimes, you won't.

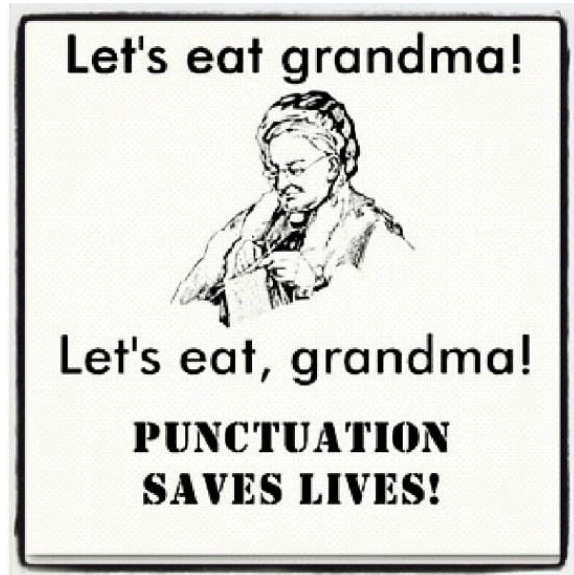
In the following interactive video, the Grammar Professor will explain more about why you have to think about what surrounds your coordinating conjunction before you can decide whether or not you need that comma.

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2.2.1: Readings and Activities

MODULE 1- WEEK 2 READING & ACTIVITY



Active Reading Reflection Activity

In this activity, students will begin by reading a instructional material attached to this section. This covers the essential rules and examples of comma usage in academic writing. The reading will introduce common scenarios for using commas, such as separating items in a list, joining independent clauses, and setting off introductory phrases. After completing the reading, students will reflect on their understanding by answering a self-assessment questionnaire designed to gauge their confidence and knowledge about general comma use.



Self-Assessment of General Comma Use Questionnaire

- How confident do you feel about using commas correctly in your academic writing?
- Can you identify at least two common situations where a comma should be used?
- Have you ever received feedback about your comma usage? If so, what did it highlight as your strengths or areas for improvement?
- Do you find yourself unsure about where to place commas in long sentences or lists?
- What resources, strategies, or rules do you rely on when you are uncertain about comma placement?

- Can you think of a recent example in your writing where you struggled with comma use? What made it challenging?
- What would you most like to improve about your comma usage moving forward?

2.2.1.1: YAY! QUIZ TIME!!!

YAY! QUIZ TIME!!!

To test your understanding of commas, simply navigate to any of the next five pages, where you will find quizzes/exercises covering the information below and more! Before you navigate away, do a quick review of the information below.



Common Comma Issues

Comma Splices

A comma splice occurs when two independent clauses are joined only by a comma, which is grammatically incorrect. For example: "She finished her homework, she went out to play." The correct way to fix a comma splice is to use a period, a semicolon, or a coordinating conjunction.

Commas: Nonessential Elements

Nonessential elements are words, phrases, or clauses that can be removed from a sentence without changing its core meaning. These elements should be set off with commas. For example: "My brother, who lives in Chicago, is visiting." The clause "who lives in Chicago" is nonessential and should be surrounded by commas.

Commas & Complex Sentences

In complex sentences, a comma is often used after an introductory dependent clause. For example: "When the rain stopped, we went outside." However, if the dependent clause comes after the independent clause, a comma is usually not needed: "We went outside when the rain stopped."

Commas & Compound Sentences

Compound sentences contain two independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so). A comma should be placed before the conjunction. For example: "I wanted to go for a walk, but it started raining."

2.2.1.1.1: Comma Splices Quiz

Google Document

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[View this Google Document online](#)



2.2.1.1.2: Commas- Nonessential Elements Quiz

Google Document

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[View this Google Document online](#)



2.2.1.1.3: Commas and Complex Sentences Quiz

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[View this Google Document online](#)



2.2.1.1.4: Commas and Compound Sentences Quiz

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2.2.1.1.5: Misplaced Commas Quiz

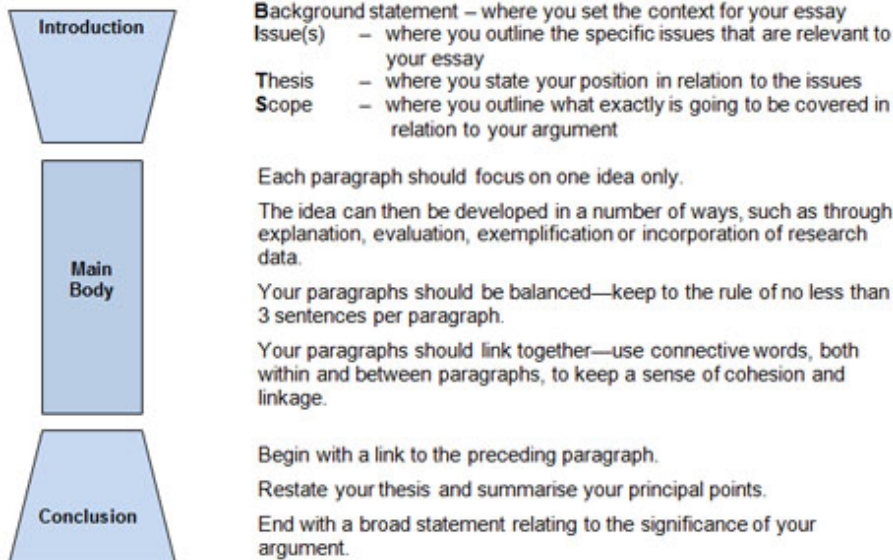
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3: NG IN CHICAGO- WK3



Week 3 Introduction:

Sentence Fragments and Outlining

Welcome to Week 3, where you will deepen your understanding of sentence fragments through targeted readings and practical exercises. Start by reviewing the assigned materials on identifying and correcting sentence fragments—learning to spot incomplete thoughts and how to revise them effectively. Then, check your grasp of these concepts with an interactive quiz focused on sentence fragments. To build on your technical writing skills, you'll also develop an outline for an essay, applying what you've learned to organize your ideas and create a strong foundation for academic writing. These activities are designed to enhance both your command of grammar and your ability to plan and structure essays thoughtfully.

SLOs Addressed in This Section

- 6. Direct an argument or explanation to the designated audience
- 7. Formulate and support an explicit or implied thesis
- 9. Establish a clear framework of organization appropriate to the writing task and the thesis
- 12. Incorporate effective rhetorical tools such as transitions, examples, explanations, concrete and relevant details
- 15. While revising, editing, and proofreading, apply conventions of Standard Edited English, and eliminate surface errors that interfere with coherence and clarity

[3.1: Sentence Fragments Reading](#)

[3.2: Sentence Fragment Quiz](#)

[3.3: Outlining](#)

3.1: Sentence Fragments Reading

Week 3 Activity Instructions: Sentence Fragments

Read About Sentence Fragments

Begin by reviewing reading materials about sentence fragments. Focus on understanding what a sentence fragment is, why it is considered an error in writing, and how to identify and correct fragments in your own work.

A sentence fragment is an incomplete sentence that is missing a crucial element, such as a subject, a verb, or a complete thought. Fragments often occur when a group of words is punctuated as if it were a complete sentence but does not express a full idea. For example, "Because I was late." is a fragment because it leaves the reader wondering what happened as a result. To fix sentence fragments, you need to ensure each sentence has both a subject and a verb and expresses a complete thought. This can often be achieved by joining the fragment to a nearby sentence or by adding the missing components to make it a complete sentence. Proofreading your work and reading sentences aloud can help identify and correct fragments, resulting in clearer and more effective writing.

For additional information and practice with sentence fragment issues, complete the "Using Complete Sentences" activity. Once finished, navigate to the next page to quiz yourself.

Take the Sentence Fragment Quiz:

After completing the reading, take the sentence fragment quiz provided by your instructor. Carefully read each question and select the correct answer. The quiz will help reinforce your understanding and allow you to practice identifying sentence fragments.

3.2: Sentence Fragment Quiz

Take the Sentence Fragment Quiz:

After completing the reading, take the sentence fragment quiz provided by your instructor. Carefully read each question and select the correct answer. The quiz will help reinforce your understanding and allow you to practice identifying sentence fragments.

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3.3: Outlining



Week 3 Activity

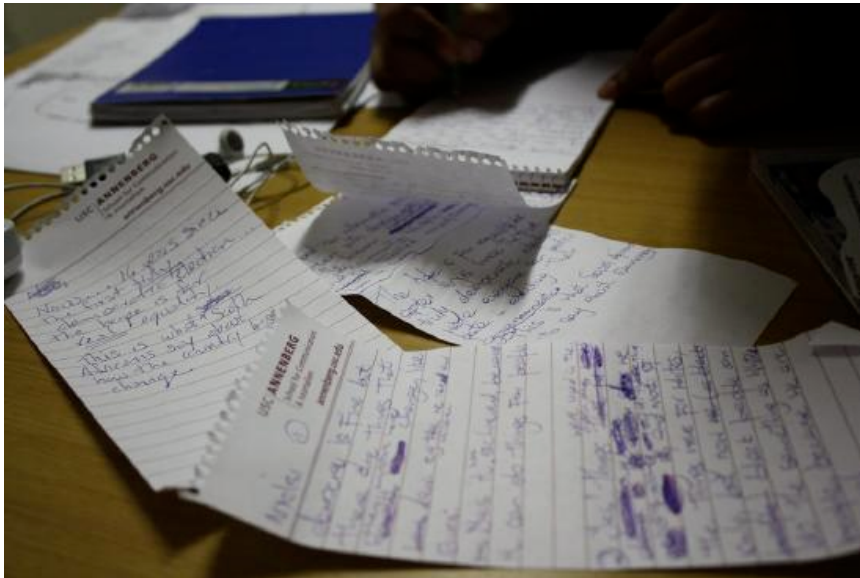
Instructions for Students: Outlining

Outlining is a critical step in essay writing because it helps you organize your main ideas and supporting details before you start drafting. The purpose of outlining is to provide a clear structure for your essay, ensuring your argument flows logically and all points are effectively developed. By mapping out your introduction, body paragraphs, and conclusion, you can identify gaps in your reasoning and make your writing process more efficient.

To create an outline, begin by reading your source material carefully and identifying the main arguments or themes. Next, list the key points you want to discuss in each body paragraph and note any evidence or examples you plan to include. Arrange these points in a logical order, starting with the introduction and ending with the conclusion. Use bullet points or numbers to show the hierarchy of ideas, with subpoints under each main heading.

For this week's assignment, you will create an outline for Donna More's article, "Stop the indifference: Bring in the national guard." First, re-read the materials thoroughly and determine their central theses and main supporting arguments. Then, using the outline for provided, draft an outline that includes: 1) an introduction summarizing the article's thesis; 2) several body sections, each presenting a key point or argument from the article, along with supporting evidence; and 3) a conclusion that reflects on the overall message. Your outline should demonstrate your understanding of the article's structure and the connections between its ideas.

4: NG IN CHICAGO-WK4



Week 4 Introduction: Run-On Sentences and Essay Rough Drafting

Welcome to Week 4, where you will strengthen your writing by learning how to recognize and correct run-on sentences through focused readings and hands-on activities. Begin by exploring the assigned materials that detail common types of run-on sentences—understanding how to identify sentences that lack proper punctuation or coordination, and how to revise them for clarity and accuracy. Test your understanding with an interactive quiz tailored to run-on sentences. Building on these grammar skills, you'll also start drafting a rough version of your essay, using what you've learned to organize your thoughts and develop a coherent first draft. These exercises are designed to improve both your mastery of sentence structure and your ability to begin shaping a well-organized academic essay.

SLOs Addressed in This Section

1. Define the purpose and audience for each writing task.
2. Adopt a voice, tone, and level of formality appropriate to an academic audience.
8. Achieve the purpose of the writing task. Incorporate reasoning and explanations appropriate to the thesis and its supporting claims.
10. Write effective paragraphs that contain a focused topic sentence and supporting evidence that is relevant and sufficient.
11. Employ rhetorical strategies consistent with the purpose of the writing task
13. Integrate one's own ideas with those of others, using appropriate documentation
14. Identify and avoid intentional and unintentional plagiarism
15. While revising, editing, and proofreading, apply conventions of Standard Edited English, and eliminate surface errors that interfere with coherence and clarity.
17. Employ MLA formatting to one's essays, including proper in text citations, a works cited page, and other overall essay standards.

[4.1: Run-On Sentences](#)

[4.2: Run-On Quiz Time!](#)

[4.3: Essay Drafting](#)

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4.1: Run-On Sentences

Week 4 Activity Instructions for Students: Run-on Sentences

Read About Run-on Sentences

Begin by reviewing reading materials about run-on sentences. Focus on understanding what a run-on sentence is, why it is considered an error in writing, and how to identify and correct run-on sentences in your own work.

A run-on sentence occurs when two or more independent clauses are joined together without proper punctuation or connecting words, making the sentence difficult to read and understand. You can identify a run-on sentence by looking for places where two complete thoughts are combined without a period, semicolon, or conjunction such as "and," "but," or "so." For example, "She loves to write she spends hours working on her stories" is a run-on because it lacks the correct punctuation or connector between the two ideas. To fix a run-on sentence, you can separate the independent clauses into two sentences, join them with a semicolon, or use a comma followed by a coordinating conjunction. Corrected versions include: "She loves to write. She spends hours working on her stories," or "She loves to write, and she spends hours working on her stories." These strategies help make your writing clearer and more professional.

For additional information and practice regarding run-on sentences, complete the activities below.

4.2: Run-On Quiz Time!

Take the Run-on Sentence Quiz

After completing the reading, take the run-on sentence quiz provided by your instructor. Carefully read each question and select the correct answer. The quiz will help reinforce your understanding and allow you to practice identifying run-on sentences.

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4.3: Essay Drafting



NATIONAL GUARD IN CHICAGO ESSAY

DRAFT ASSIGNMENT

Drafting an essay based on the outline created by you in Week 3 serves as a crucial step in the writing process. The outline acts as a roadmap, helping to organize ideas logically and ensuring that each point supports the essay's main argument or thesis. By following your personalized outline, you will maintain focus, develop your thoughts more coherently, and avoid unnecessary tangents. This approach also helps in structuring the essay effectively, making it easier to identify gaps in reasoning or areas that need further development. Ultimately, drafting from a student-created outline leads to clearer, more persuasive writing and enhances the overall quality of the essay.

INSTRUCTIONS (REMINDER: You have done 1-3 already):

1. Reread the Article: "Commentary: Stop the indifference: Bring the National Guard to Chicago" by Donna More
2. Decide whether you agree, disagree, or both agree and disagree with the author.
3. Review the essay question.
4. Write a 5-point essay following the guidelines covered in class.
 - Introduction with a thesis statement. (100-150 WORDS minimum)
 - Three (3) body paragraphs (minimum 100-150 WORDS EACH): one paragraph for each main point; and,
 - A conclusion summarizing your thesis statement and three main points. (100-150 WORDS minimum)

Guidelines:

- USE THE MLA TEMPLATE PROVIDED FOR YOU IN BRIGHTSPACE
- You should have a clear introduction, which includes your thesis statement.
- You should have three distinct body paragraphs: One main point per paragraph.
- You should have a clear conclusion.
- DO NOT USE GENERATIVE A.I. TO WRITE YOUR ESSAY
- DO NOT USE PROGRAMS LIKE GRAMMARLY TO CHECK YOUR WORK. GRAMMARLY IS AN A.I. GENERATIVE SOFTWARE.

ESSAY QUESTION: Donna More outlines several compelling reasons for deploying the National Guard on the streets of Chicago. While several people agree with Ms. More's opinions, there are those who believe using the National Guard to solve Chicago's problems is a bad idea. What do you think? Is deploying the National Guard an effective and equitable solution to Chicago's gun violence problem?

5: MODULE 2- "THE VACCINATION WAR"



Week 5 Introduction:

Analytical Reading and the Personal Writing Handbook Project

Welcome to Week 5, which begins Module 2: The Vaccine War. This week, you will continue to enhance your reading and writing skills through analytical reading and annotation. Start by engaging with the assigned texts, practicing how to break down complex ideas, identify main arguments, and recognize the techniques authors use to develop their points. As you read, you'll also learn annotation strategies—making notes, highlighting key passages, and asking critical questions to deepen your understanding and retention. This week, you'll begin working on your Personal Writing Handbook, where you will use generative A.I. to produce your first handbook chapter. This handbook will serve as a personalized resource to support your writing throughout the course. These activities are designed to strengthen your analytical skills and help you create a valuable writing tool tailored to your own learning needs.

SLOs Addressed in This Section

- 19. Identify author's main idea and purpose for writing.
- 20. Keep track of unfamiliar vocabulary.
- 21. Annotate a text
- 22. Assess one's own strengths and weaknesses as a writer and reader.
- 23. Develop effective strategies based on self-assessment and instructor feedback for improvement.

[5.1: Reading Activity](#)

[5.2: Annotating](#)

[5.3: Personal Writing Handbook](#)

[5.4: PWH Assignment](#)

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5.1: Reading Activity



MODULE 2- WEEK 5

READING & ACTIVITY

Active Reading Reflection Activity: In this activity, students will continue to engage in self-assessment by reflecting on their own reading habits and strategies. As you read or complete reading Batelaan's "It's not the science we distrust; it's the scientists': Reframing the anti-vaccination movement within Black communities," you will complete a guided questionnaire that prompts you to evaluate your growth as a reader, identify specific challenges you are still facing while reading academic material, and highlight any areas where you feel uncertain or would like to improve. This exercise encourages honest self-reflection and sets the foundation for targeted skill development throughout the module.

Batelaan's (2021) article can be found here:

Batelaan, K. (2022). 'It's not the science we distrust; it's the scientists': Reframing the anti-vaccination movement within Black communities. *Global Public Health*, 17(6), 1099–1112. <https://doi.org/10.1080/17441692.2021.1912809>

Active Reading Reflection Questionnaire

Self-Assessment of Reading Improvements

1. How has your reading and comprehension improved since the beginning of the semester?

Challenges Still Faced in Academic Reading

2. What specific difficulties do you continue to encounter when reading academic material? (e.g., vocabulary, staying focused, understanding arguments)
3. How do these challenges impact your ability to comprehend or retain information?

Areas for Improvement and Uncertainty

4. Are there any reading strategies or aspects of academic reading that you have begun to develop to enhance your reading and comprehension? Please describe.
5. What support or resources have you turned to in order to become a more effective reader?

5.2: Annotating

Annotation Assignment

Krystal Batelaan- “It’s not the science we distrust; it’s the scientists’: Reframing the anti-vaccination movement within Black communities”

For this assignment, you will actively engage with Krystal Batelaan’s article, “It’s not the science we distrust; it’s the scientists’: Reframing the anti-vaccination movement within Black communities” by annotating the text as you read. As a reminder, annotation is the practice of adding notes, comments, highlights, or other marks to a written work in order to interact more deeply with its content. Through annotation, you will identify important passages, pose questions, note your reactions, and make connections to other ideas or texts. This will help you clarify meaning, track your thoughts, and identify key arguments and evidence.

For a deeper understanding of annotation process, please review Excesior’s guide to “Annotating a Journal Article.”

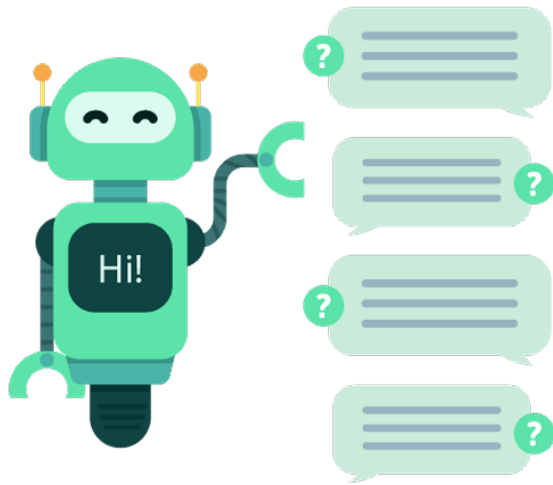
Assignment Instructions

Part 1- Read and Annotate: Carefully read Krystal Batelaan’s article. As you read, use the following annotation strategies:

1. Underline or highlight key phrases, sentences, or arguments that stand out to you.
2. Write questions or comments in the margins to clarify meaning, express your reactions, or note areas of confusion or interest.
3. Draw connections between the article and other texts, current events, or your own experiences.
4. Identify and define unfamiliar or significant vocabulary words. Write definitions, synonyms, antonyms, or example sentences either in the margins or in a separate notebook.

Part 2- Reflect: After annotating the article, write a brief reflection (one to two paragraphs) summarizing how the annotation process helped you understand the author’s argument and develop your own perspective on the topic.

5.3: Personal Writing Handbook



Personal Writing Handbook (PWH)

Semester-Long Project

Creating Personalized Grammar and Punctuation Handbooks Using AI: Empowering Students to Master Language Conventions Through AI-Assisted Learning

This semester-long project is designed to help students improve their grammar and punctuation skills by leveraging artificial intelligence (AI) to create individualized handbooks. Throughout the term, each student will identify specific areas of grammar and punctuation that present challenges in their own writing. Using generative AI tools such as Copilot, students will generate short textbook-style chapters that address these personal struggles, resulting in a customized resource tailored to their unique learning needs.

Project Overview

1. Diagnostic Assessment: Students begin by reviewing their writing to pinpoint particular grammar and punctuation concepts that need improvement.
2. AI-Assisted Chapter Creation: For each identified area, students use AI to generate clear, instructive textbook chapters that explain the concept, provide examples, and offer practical usage tips.
3. Peer Resource Development: The chapters are designed to be both personally useful and helpful to classmates, encouraging collaborative learning and shared improvement.
4. Manual Quiz Creation: After each chapter, students manually create a short quiz (3-5 questions—multiple choice, fill in the blank, or essay) and an answer key to reinforce understanding and self-assess progress.
5. Handbook Compilation: At the end of the semester, students compile all their AI-generated chapters and quizzes into a personal grammar and punctuation handbook, serving as a lasting reference for future writing.
6. Review and Submission: Students review their handbook for clarity, accuracy, and completeness before submitting it for grading.

Project Goals

- Encourage students to take ownership of their language learning by focusing on areas relevant to them.
- Promote mastery of grammar and punctuation through personalized, AI-assisted instruction.
- Develop editing and self-assessment skills by reviewing content for accuracy and creating custom quizzes.

- Foster collaboration and resource-sharing among peers.

By the end of the semester, using the form below, each student will have a comprehensive, personalized handbook addressing their unique challenges in grammar and punctuation, equipped with explanations, examples, and quizzes to support ongoing language mastery.

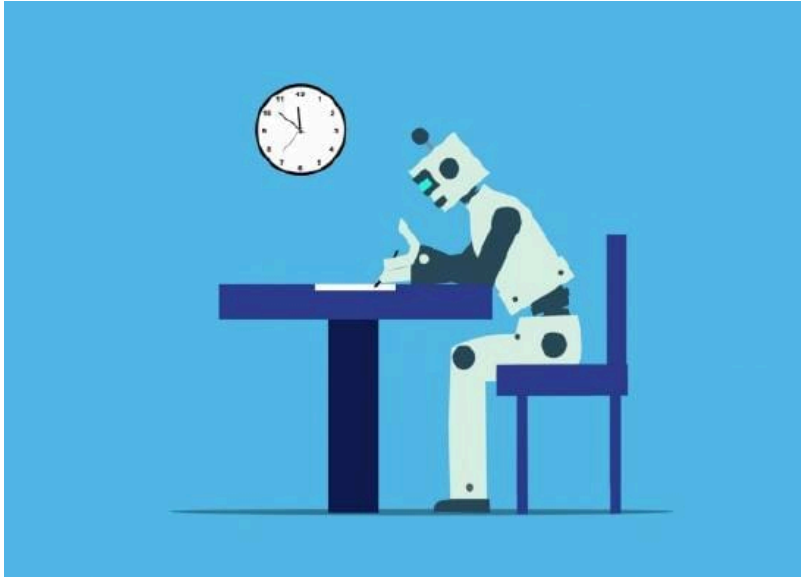
Guided Form for Crafting Effective Prompts

This fillable form is designed to help you create clear and effective text prompts for generative AI systems. Please complete each section thoughtfully.

Directions/Questions	Your Responses
Objective of Your Prompt: What do you want the AI to do or generate? (e.g., write a story, summarize a text, answer a question)	
Context or Background Information (if any): Provide any necessary context to help the AI understand your request.	
Desired Output Format: Should the response be a list, paragraph, table, chapter or another format?	
Required Details or Constraints: List any specific requirements (e.g., word count, tone, keywords, examples to include/exclude).	
Target Audience: Who is the intended reader or user of the AI's output?	
Sample Prompt (Draft): Combine your answers above to draft your initial AI prompt. Use this prompt to generate your chapter.	
Review and Refine: Check your prompt for clarity and completeness. Is there anything you can improve?	

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5.4: PWH Assignment



Assignment: Using Copilot to Generate Textbook Chapters Concerning Individual Issues with Grammar and Punction Concepts.

Objective: Explore AI-assisted Writing for Language Mastery.

Assignment Overview

You will use Copilot or other generative AI to generate a short textbook chapter that explains grammar and/or punctuation concept you are struggling with.

The purpose of this assignment is to encourage you to leverage AI-assisted tools to deepen your understanding of language conventions, refine your editing skills, and produce a clear, instructive resource for your peers.

Instructions (for each chapter)

- Decide on your topic for Chapter 1.

Your Topic for Chapter 1	
--------------------------	--

- Complete the AI prompt form below for your chapter.
- Open Copilot or another generative AI program.
- Copy the information you typed in the worksheet and paste the information into your generative AI prompt window. If you are using Word, open a new document and paste your information into Copilot.
- Generate your chapter (3-5 pages).
- Review for accuracy and customize.
- Manually [NOT USING AI] create a short quiz regarding your topic.
 - 3-5 Questions will suffice.
 - Multiple choice or essay questions will work. Your choice.
 - Include an answer key.

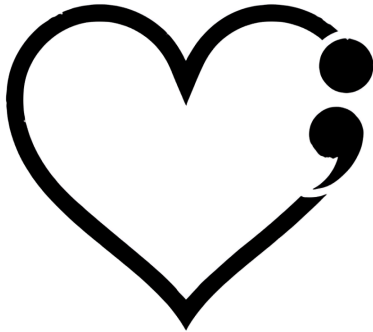
- Submit for a grade.

Guided Form for Crafting Effective Prompts

The form below is for informational purposes. The actual form is found in the attached assignment sheet or on the assignment sheet provided by your instructor.

Directions/Questions	Your Responses
Objective of Your Prompt: What do you want the AI to do or generate? (e.g., write a story, summarize a text, answer a question)	
Context or Background Information (if any): Provide any necessary context to help the AI understand your request.	
Desired Output Format: Should the response be a list, paragraph, table, chapter or another format?	
Required Details or Constraints: List any specific requirements (e.g., word count, tone, keywords, examples to include/exclude).	
Target Audience: Who is the intended reader or user of the AI's output?	
Sample Prompt (Draft): Combine your answers above to draft your initial AI prompt. Use this prompt to generate your chapter.	
Review and Refine: Check your prompt for clarity and completeness. Is there anything you can improve?	

6: VACCINE WAR- WK6



Week 6 Introduction: Discussion Board

Work and Semicolons

Welcome to Week 6, which continues Module 2: The Vaccine War. This week, you'll focus on engaging with your personal thoughts on the topic through discussion board activities. Participate actively by sharing your thoughts, responding to the provided prompts, and building on the ideas presented in the assigned readings. These activities will help you develop your communication and critical thinking skills in a collaborative environment with your instructor. In addition, you'll begin working on semicolon grammar and punctuation, learning how to use semicolons correctly to enhance the clarity and flow of your writing. By practicing these grammar skills, you'll strengthen your writing proficiency and attention to detail. The combination of discussion board participation and grammar practice this week is designed to advance your understanding of effective communication and writing mechanics for continued success in the course.

SLOs Addressed in This Section

- 15. While revising, editing, and proofreading, apply conventions of Standard Edited English, and eliminate surface errors that interfere with coherence and clarity.
- 18. Summarize, analyze, and evaluate the arguments, counter-arguments, and evidence in the writing of others.

[6.1: Semicolons](#)

[6.2: Semicolon Quiz](#)

[6.3: Discussion Board](#)

6.1: Semicolons

MODULE 2- WEEK 6 READING & ACTIVITY

Active Reading Reflection Activity

In this activity, students will begin by reading instructional material that covers the essential rules and examples of semicolon usage in academic writing. The reading will introduce common scenarios for using semicolons, such as joining closely related independent clauses, separating items in a complex list, and clarifying sentence structure where commas are already present. After completing the reading, students will reflect on their understanding by answering a self-assessment questionnaire designed to gauge their confidence and knowledge about general semicolon use.

For additional reading regarding and practice with common semicolon errors and use please review the information below.

Self-Assessment of General Semicolon Use Questionnaire

1. How confident do you feel about using semicolons correctly in your academic writing?
2. Can you identify at least two common situations where a semicolon should be used?
3. Have you ever received feedback about your semicolon usage? If so, what did it highlight as your strengths or areas for improvement?
4. Do you find yourself unsure about where to place semicolons in long sentences or complex lists?
5. What resources, strategies, or rules do you rely on when you are uncertain about semicolon placement?
6. Can you think of a recent example in your writing where you struggled with semicolon use? What made it challenging?
7. What would you most like to improve about your semicolon usage moving forward?

6.2: Semicolon Quiz

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[View this Google Document online](#)



6.3: Discussion Board

INDIVIDUAL DISCUSSION BOARD



GUIDELINES:

After critically reading [Krystal Batelaan's \(2022\) article](#), answer each question with at least two or three sentences. Please note: your answers will not be shared with your peers. This is a safe space for you to begin formulating your personal stance on Batelaan's (2022) proposal.

1. What is the main argument or thesis of Batelaan (2022) presents in their 2022 article "It's not the science we distrust; it's the scientists: Reframing the anti-vaccination movement within Black communities," and how is their position supported?
2. How does Batelaan (2022) address potential criticisms or counterarguments to her main thesis, and do you find her responses convincing?
3. In what ways does the article explore the ethical implications of vaccination denial in civil matters, and what stance does Batelaan (2022) take on these issues?
4. How does Batelaan (2022) use language and tone to influence readers' perceptions of their theories?
5. Considering the context in which the article was written, what social or political factors might have influenced Batelaan's (2022) perspective, and how do these factors shape their recommendations?
6. Are there any potential race or class biases inherent in

7: VACCINE WAR- WK7



Week 7 Introduction: Essay Outlining and Personal Writing Handbook Project

Welcome to Week 7, which continues Module 2: The Vaccine War. This week, your focus will shift to developing your essay outlining skills. You'll work on organizing your ideas, structuring your main points, and creating outlines that support clear and effective essays. Participate actively by drafting outlines, responding to provided guidance, and building on concepts from the assigned readings. These activities are designed to help you improve your planning and critical thinking abilities in collaboration with your instructor. In addition, you continue to work on your Personal Writing Handbook project, a valuable resource where you'll continue to compile writing strategies, grammar tips, and personalized notes. By assembling your handbook chapter, you'll reinforce your writing proficiency and enhance your attention to detail. The combination of essay outlining and handbook development this week is intended to strengthen your understanding of effective writing practices and set you up for ongoing success in the course.

SLOs Addressed in This Section

- 6. Direct an argument or explanation to the designated audience
- 7. Formulate and support an explicit or implied thesis
- 9. Establish a clear framework of organization appropriate to the writing task and the thesis.
- 12. Incorporate effective rhetorical tools such as transitions, examples, explanations, concrete and relevant details
- 22. Assess one's own strengths and weaknesses as a writer and reader.
- 23. Develop effective strategies based on self-assessment and instructor feedback for improvement.

[7.1: PWH- Chapter 2](#)

[7.2: Outline Assignment](#)

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7.1: PWH- Chapter 2

PWH CHAPTER 2

Assignment: Using Copilot to Generate Textbook Chapters Concerning Individual Issues with Grammar and Punction Concepts.

Objective: Explore AI-assisted Writing for Language Mastery.

Assignment Overview

You will use Copilot or other generative AI to generate a short textbook chapter that explains grammar and/or punctuation concept you are struggling with.

The purpose of this assignment is to encourage you to leverage AI-assisted tools to deepen your understanding of language conventions, refine your editing skills, and produce a clear, instructive resource for your peers.

Instructions (for each chapter)

- Decide on your topic for Chapter 1.

Your Topic for Chapter 2	
--------------------------	--

- Complete the AI prompt form below for your chapter.
- Open Copilot or another generative AI program.
- Copy the information you typed in the worksheet and paste the information into your generative AI prompt window. If you are using Word, open a new document and paste your information into Copilot.
- Generate your chapter (3-5 pages).
- Review for accuracy and customize.
- Manually [NOT USING AI] create a short quiz regarding your topic.
 - 3-5 Questions will suffice.
 - Multiple choice or essay questions will work. Your choice.
 - Include an answer key.
- Submit for a grade.

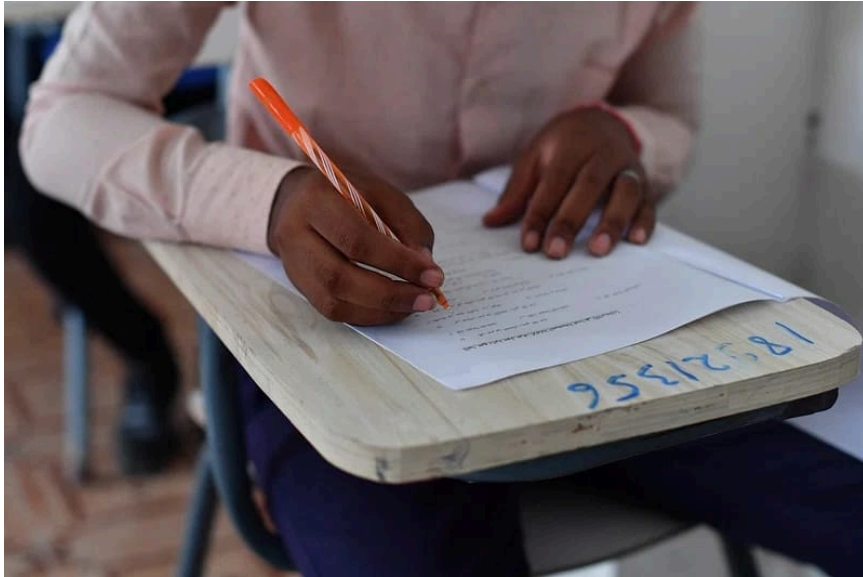
Guided Form for Crafting Effective Prompts

The form below is for informational purposes. The actual form is found in the attached assignment sheet or on the assignment sheet provided by your instructor.

Directions/Questions	Your Responses
Objective of Your Prompt: What do you want the AI to do or generate? (e.g., write a story, summarize a text, answer a question)	

Context or Background Information (if any): Provide any necessary context to help the AI understand your request.	
Desired Output Format: Should the response be a list, paragraph, table, chapter or another format?	
Required Details or Constraints: List any specific requirements (e.g., word count, tone, keywords, examples to include/exclude).	
Target Audience: Who is the intended reader or user of the AI's output?	
Sample Prompt (Draft): Combine your answers above to draft your initial AI prompt. Use this prompt to generate your chapter.	
Review and Refine: Check your prompt for clarity and completeness. Is there anything you can improve?	

7.2: Outline Assignment



Week 7 Activity

Instructions for Students: Outlining

REMINDER: Outlining is a critical step in essay writing because it helps you organize your main ideas and supporting details before you start drafting. The purpose of outlining is to provide a clear structure for your essay, ensuring your argument flows logically and all points are effectively developed. By mapping out your introduction, body paragraphs, and conclusion, you can identify gaps in your reasoning and make your writing process more efficient.

To create an outline, begin by reading your source material carefully and identifying the main arguments or themes. Next, list the key points you want to discuss in each body paragraph and note any evidence or examples you plan to include. Arrange these points in a logical order, starting with the introduction and ending with the conclusion. Use bullet points or numbers to show the hierarchy of ideas, with subpoints under each main heading.

For this week's assignment, you will create an outline in response to the literature you analyzed regarding childhood vaccination and The Vaccine War. First, review the materials thoroughly and determine their central theses and main supporting arguments. Then, using the outline form provided, draft an outline that includes:

- 1) an introduction summarizing the article's thesis;
- 2) several body sections, each presenting a key point or argument from the article, along with supporting evidence; and
- 3) a conclusion that reflects on the overall message. Your outline should demonstrate your understanding of the materials' various structures and the connections between their ideas.

8: VACCINE WAR- WK8



Week 8

Introduction: Essay Drafting and Subject-Verb Agreement Activities

Welcome to Week 8, which concludes Module 2: “The Vaccine War.” This week, your focus will shift to developing your essay drafting skills. You’ll practice turning your organized ideas and outlines into cohesive drafts, working on articulating your arguments clearly and refining your writing as you go. Participate actively by composing drafts, responding to your instructor’s guidance, and applying concepts from the assigned readings. These activities are designed to strengthen your ability to move from planning to producing complete essays with greater confidence and clarity. In addition, you’ll engage in subject-verb agreement activities, which will reinforce your understanding of this essential grammar rule and improve the accuracy of your writing. By working through these targeted grammar exercises, you’ll sharpen your editing skills and enhance the quality of your drafts. The combination of essay drafting and subject-verb agreement work this week is intended to advance your writing abilities and support your continued success in the course.

SLOs Addressed in This Section

1. Define the purpose and audience for each writing task.
2. Adopt a voice, tone, and level of formality appropriate to an academic audience.
8. Achieve the purpose of the writing task. Incorporate reasoning and explanations appropriate to the thesis and its supporting claims.
10. Write effective paragraphs that contain a focused topic sentence and supporting evidence that is relevant and sufficient.
11. Employ rhetorical strategies consistent with the purpose of the writing task
13. Integrate one’s own ideas with those of others, using appropriate documentation
14. Identify and avoid intentional and unintentional plagiarism
15. While revising, editing, and proofreading, apply conventions of Standard Edited English, and eliminate surface errors that interfere with coherence and clarity.
17. Employ MLA formatting to one’s essays, including proper in text citations, a works cited page, and other overall essay standards.

8.1: Reading- S/V Agreement

8.2: S/V Agreement Quiz

8.3: Vaccine War Drafting

8.1: Reading- S/V Agreement

MODULE 2- WEEK 8 READING & ACTIVITY

Active Reading Reflection Activity: In this activity, students will begin by reading instructional material that covers the essential rules and examples of subject-verb agreement in academic writing. The reading will introduce common scenarios for applying subject-verb agreement, such as matching singular and plural subjects with the correct verb forms, handling compound subjects, and ensuring agreement in sentences with intervening phrases or clauses. After completing the reading, students will reflect on their understanding by answering a self-assessment questionnaire designed to gauge their confidence and knowledge about general subject-verb agreement use.

For additional reading regarding subject-verb agreement use, please review the information below.

Self-Assessment of General Semicolon Use Questionnaire

- In what situations have you noticed standard subject-verb agreement rules are ignored or take a different form?
- Can you identify at least two common situations where a subject-verb agreement rules should be adhered to?
- Have you ever received feedback about your subject-verb agreement usage? If so, what did it highlight as your strengths or areas for improvement?
- Do you find yourself unsure about where to place semicolons in long sentences or complex lists?
- What resources, strategies, or rules do you rely on when you are uncertain about formal subject-verb agreement use?

8.2: S/V Agreement Quiz

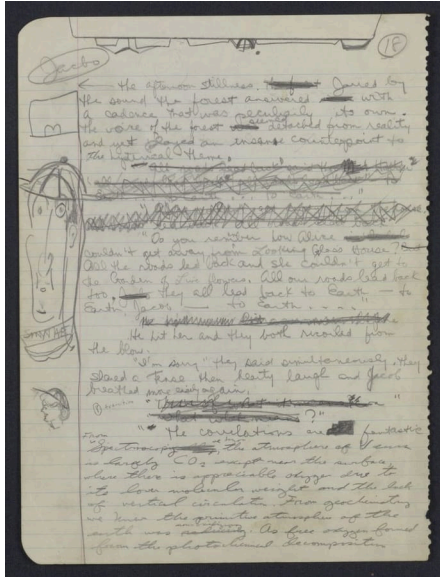
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8.3: Vaccine War Drafting



“THE VACCINE WAR” DRAFT ASSIGNMENT

Drafting an essay using your outline is key to organizing ideas, supporting your thesis, and staying focused. This method helps structure your essay, highlights gaps in reasoning, and leads to clearer, more effective writing.

INSTRUCTIONS (REMINDER: You have done 1-3 already):

1. Reread and re-view the materials associated with “The Vaccine War.”
2. Decide whether you agree, disagree, or both agree and disagree with the with either side of the controversy: those who reject mandatory vaccination or those who promote vaccines as a medical miracle.
3. Review the essay question.
4. Write a 5-point essay draft following the guidelines covered in class.
 - Introduction with a thesis statement. (100-150 WORDS minimum)
 - Three (3) body paragraphs (minimum 100-150 WORDS EACH): one paragraph for each main point; and,
 - A conclusion summarizing your thesis statement and three main points. (100-150 WORDS minimum)

Guidelines:

- USE THE MLA TEMPLATE PROVIDED FOR YOU IN BRIGHTSPACE
- You should have a clear introduction, which includes your thesis statement.
- You should have three distinct body paragraphs: One main point per paragraph.
- You should have a clear conclusion.
- DO NOT USE GENERATIVE A.I. TO WRITE YOUR ESSAY
- DO NOT USE PROGRAMS LIKE GRAMMARLY TO CHECK YOUR WORK. GRAMMARLY IS AN A.I. GENERATIVE SOFTWARE.

ESSAY QUESTION: “The Vaccine War” and other material reviewed offer several compelling reasons for accepting and resisting vaccination mandates. While several people believe vaccinations should be mandatory, there are those who believe mandatory vaccination is a dangerous and a bad idea. What do you think? Should vaccines be mandatory for children, or should parents be able to choose if their children get vaccinated?

9: MODULE 3- GENDER AND TOYS

MODULE 3: Gender and Toys



Critical Thinking &

The Writing Process

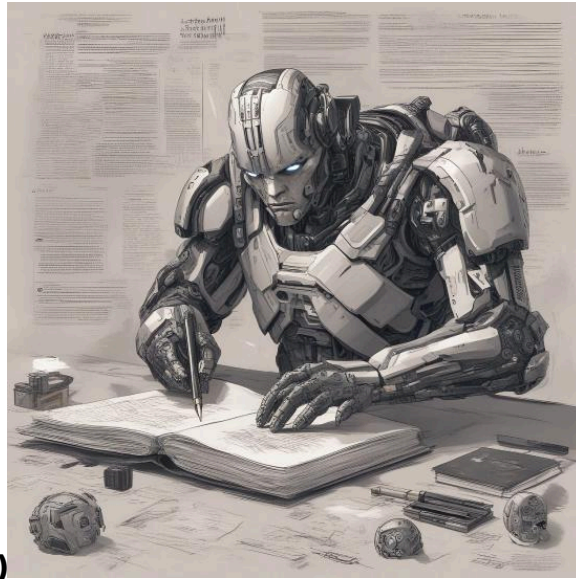
Module 3 is concerned with how toys are marketed and how marketing influences children's self-perception. Through critical reading and thinking exercises and writing assignments, you will have the opportunity to analyze the strategies companies use to shape gender roles and expectations, encouraging you to reflect on how these messages might affect your own perspectives and those of others. The module will support you in developing and articulating your viewpoint, helping you organize your ideas as you prepare a rough draft essay focused on the central question: How do marketing tactics targeting children impact their understanding of gender?

Developing Your Perspective

By exploring a range of viewpoints on the National Guard's role in Chicago, you will form and support your own opinions on the issue. The module will guide you in refining your thoughts and organizing your ideas effectively. Your work will culminate in a rough draft essay addressing the central question: What do you think? Should Chicago bring in the National Guard to solve the city's gun violence problem?

Mechanics

Weekly exercises and quizzes are included in Module 1 to reinforce your understanding and application of writing mechanics. In addition to these activities, you will have opportunities to receive constructive feedback that will help you identify areas for improvement, ensuring you build a strong foundation for future writing assignments as you progress through the module.



Personal Writing Handbook (PWH)

Module 3 continues the PWH project. Based on the feedback you received on your National Guard and/or vaccine war essay, and your self-reflection regarding your work, you will choose two additional areas/topics to explore in the process of developing two (2) brief chapter for your personal use during this and subsequent semesters. Remember, you will be using generative A.I. to create your PWH chapters.

SLOs Addressed in This Section

1. Define the purpose and audience for each writing task.
2. Adopt a voice, tone, and level of formality appropriate to an academic audience.
6. Direct an argument or explanation to the designated audience
7. Formulate and support an explicit or implied thesis
8. Achieve the purpose of the writing task. Incorporate reasoning and explanations appropriate to the thesis and its supporting claims.
9. Establish a clear framework of organization appropriate to the writing task and the thesis.
10. Write effective paragraphs that contain a focused topic sentence and supporting evidence that is relevant and sufficient
11. Employ rhetorical strategies consistent with the purpose of the writing task
12. Incorporate effective rhetorical tools such as transitions, examples, explanations, concrete and relevant details
13. Integrate one's own ideas with those of others, using appropriate documentation
14. Identify and avoid intentional and unintentional plagiarism
15. While revising, editing, and proofreading, apply conventions of Standard Edited English, and eliminate surface errors that interfere with coherence and clarity.
17. Employ MLA formatting to one's essays, including proper in text citations, a works cited page, and other overall essay standards.

9.1: Critical Reading

9.1: Critical Reading



Reading and Annotation Assignment

For this assignment, you'll listen to an interview audio file and use the provided transcript. As you read and listen, annotate the text by adding notes, questions, highlights, or comments to engage more deeply, clarify meaning, and identify key points.

THE ARTICLE: [Morning Edition, National Public Radio "Girls, Boys And Toys: Rethinking Stereotypes In What Kids Play With"](#)

For a deeper understanding of annotation process, please review Excelsior's guide to annotations: <https://owl.excelsior.edu/orc/what-to-do-while-reading/annotating/>

Assignment Instructions

Part 1- Read and Annotate: Carefully read Krystal Batelaan's article. As you read, use the following annotation strategies:

1. Underline or highlight key phrases, sentences, or arguments that stand out to you.
2. Write questions or comments in the margins to clarify meaning, express your reactions, or note areas of confusion or interest.
3. Draw connections between the article and other texts, current events, or your own experiences.
4. Identify and define unfamiliar or significant vocabulary words. Write definitions, synonyms, antonyms, or example sentences either in the margins or in a separate notebook.

Part 2- Reflect: After annotating the article, write a brief reflection (one to two paragraphs) summarizing how the annotation process helped you understand the author's argument and develop your own perspective on the topic.

9.2: PWH- Chapter 3



PWH CHAPTER 3

Assignment: Using Copilot to Generate Textbook Chapters Concerning Individual Issues with Grammar and

Objective: Explore AI-assisted Writing for Language Mastery

Assignment Overview

You will use Copilot or other generative AI to generate a short textbook chapter that explains grammar and/or punctuation concept you are struggling with.

The purpose of this assignment is to encourage you to leverage AI-assisted tools to deepen your understanding of language conventions, refine your editing skills, and produce a clear, instructive resource for your peers.

Instructions (for each chapter)

- Decide on your topic for Chapter 1.

Your Topic for Chapter 3	
--------------------------	--

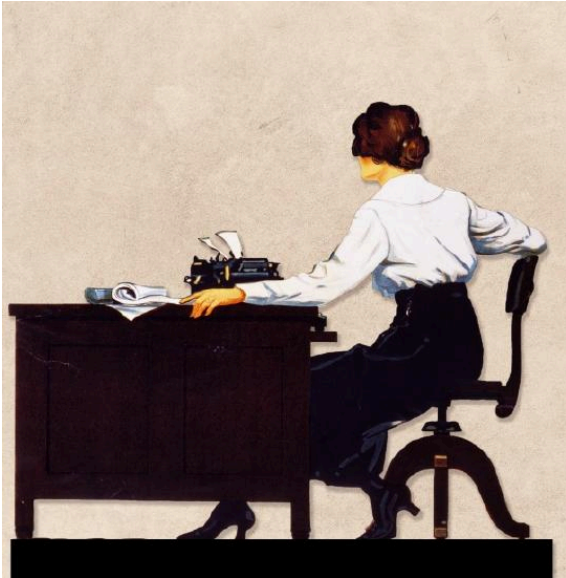
- Complete the AI prompt form below for your chapter.
- Open Copilot or another generative AI program.
- Copy the information you typed in the worksheet and paste the information into your generative AI prompt window. If you are using Word, open a new document and paste your information into Copilot.
- Generate your chapter (3-5 pages).
- Review for accuracy and customize.
- Manually [NOT USING AI] create a short quiz regarding your topic.
 - 3-5 Questions will suffice.
 - Multiple choice or essay questions will work. Your choice.
 - Include an answer key.
- Submit for a grade.

Guided Form for Crafting Effective Prompts

The form below is for informational purposes. The actual form is found in the attached assignment sheet or on the assignment sheet provided by your instructor.

Directions/Questions	Your Responses
Objective of Your Prompt: What do you want the AI to do or generate? (e.g., write a story, summarize a text, answer a question)	
Context or Background Information (if any): Provide any necessary context to help the AI understand your request.	
Desired Output Format: Should the response be a list, paragraph, table, chapter or another format?	
Required Details or Constraints: List any specific requirements (e.g., word count, tone, keywords, examples to include/exclude).	
Target Audience: Who is the intended reader or user of the AI's output?	
Sample Prompt (Draft): Combine your answers above to draft your initial AI prompt. Use this prompt to generate your chapter.	
Review and Refine: Check your prompt for clarity and completeness. Is there anything you can improve?	

10: GENDER AND TOYS- WK10



Week 10 Introduction: Outlining, Drafting, and Apostrophes.

Welcome to Week 10! This week, you will focus on outlining and drafting your essay for Module 3: “Gender and Toys.” We’ll concentrate on organizing your ideas, developing a clear structure for your essay, and beginning the writing process. In addition to working on your draft, we will also practice using apostrophes correctly to strengthen your writing mechanics. As you move forward, continue updating your Personal Writing Handbook (PWH) with outlining strategies and grammar tips learned during these activities. By actively participating in outlining, drafting, and refining your apostrophe use, you’ll enhance both your analytical and writing skills as you progress through the course.

[10.1: Apostrophes](#)

[10.2: Apostrophe Quiz](#)

[10.3: Outline and Drafting](#)

10.1: Apostrophes

MODULE 3- WEEK 10 READING & ACTIVITY

Active Reading Reflection Activity: In this activity, students will begin by reading instructional material that explains the essential rules and examples of apostrophe use in academic writing. The reading will cover common situations for using apostrophes, such as showing possession, forming contractions, and distinguishing between similar terms like "its" and "it's." After completing the reading, students will reflect on their understanding by answering a self-assessment questionnaire designed to gauge their confidence and knowledge about general apostrophe usage. Please see the attached supplemental reading.

For additional reading regarding apostrophe use, please review the information below.

Self-Assessment of General Apostrophe Use Questionnaire

- In what situations have you noticed standard apostrophe rules are ignored or used incorrectly?
- Can you identify at least two common situations where apostrophe rules should be followed—for example, showing possession or forming contractions?
- Have you ever received feedback about your use of apostrophes? If so, what did it highlight as your strengths or areas for improvement?
- Do you find yourself unsure about where to place apostrophes in words like "its" versus "it's" or in plural possessive forms?
- What resources, strategies, or rules do you rely on when you are uncertain about using apostrophes correctly?

10.2: Apostrophe Quiz

Google Document

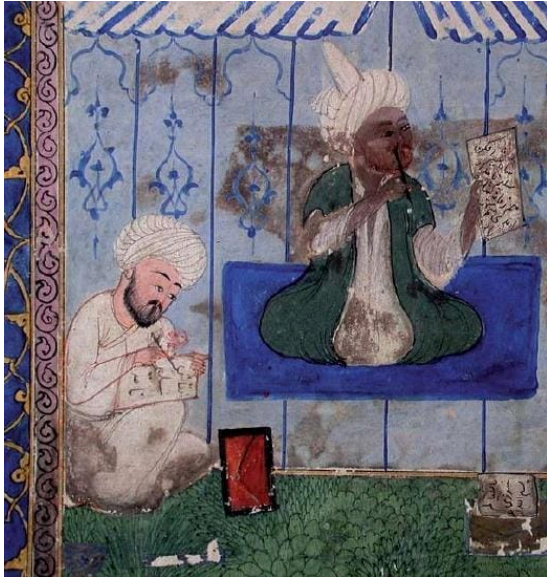
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[View this Google Document online](#)



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10.3: Outline and Drafting



GENDER AND TOYS ESSAY OUTLINE & DRAFT ASSIGNMENT

OUTLINING

Before drafting your essay, be sure to use the attached outline form to organize your thoughts and main ideas. This outline will help you clarify your thesis, arrange your supporting points logically, and ensure that each section of your essay is well developed. Completing the outline first will make the writing process smoother and lead to a more cohesive and effective essay.

DRAFTING

Drafting an essay using your outline is key to organizing ideas, supporting your thesis, and staying focused. This method helps structure your essay, highlights gaps in reasoning, and leads to clearer, more effective writing.

INSTRUCTIONS (REMINDER: You have done 1-3 already):

1. Reread and re-view the materials associated with the gender and toys.
2. Decide whether you agree, disagree, or both agree and disagree with the theory that gender specific toys and the marketing around them influence gender roles in children.
3. Review the essay question.
4. Write a 5-point essay draft following the guidelines covered in class.
 - Introduction with a thesis statement. (100-150 WORDS minimum)
 - Three (3) body paragraphs (minimum 100-150 WORDS EACH): one paragraph for each main point; and,
 - A conclusion summarizing your thesis statement and three main points. (100-150 WORDS minimum)

Guidelines:

- USE THE MLA TEMPLATE PROVIDED FOR YOU IN BRIGHTSPACE
- You should have a clear introduction, which includes your thesis statement.
- You should have three distinct body paragraphs: One main point per paragraph.
- You should have a clear conclusion.

- DO NOT USE GENERATIVE A.I. TO WRITE YOUR ESSAYDO NOT USE PROGRAMS LIKE GRAMMARLY TO CHECK YOUR WORK. GRAMMARLY IS AN A.I. GENERATIVE SOFTWARE.

ESSAY QUESTION: Our society has traditionally endorsed frilly pink princess toys for girls, while promoting more aggressive toys, such as guns, trucks, and monsters, for boys. This raises an important question: Does society's promotion of gender-based toys reinforce gender stereotypes, or do children naturally gravitate toward toys that are traditionally associated with their gender?

11: PWH AND CODE SWITCHING

Week 11 Introduction: PWH and Code Switching.



Welcome to Week 11! This week, our main focus will be on advancing your Personal Writing Handbook (PWH) project. You'll continue to expand and refine your handbook with strategies, notes, and examples that reflect your growth as a writer. In addition to developing your PWH, we will take a brief look at the concept of code switching—exploring what it means, why it matters, and how it can influence communication in different contexts. Through active engagement in these activities, you will deepen your understanding of your own writing process and gain valuable insights into linguistic flexibility as you progress through the course.

SLOs Addressed in this section

- 22. Assess one's own strengths and weaknesses as a writer and reader.
- 23. Develop effective strategies based on self-assessment and instructor feedback for improvement.

[11.1: Reading and Discussion](#)

[11.2: PWH Chapter 4](#)

11.1: Reading and Discussion



MODULE 3- WEEK 11 READING

& DISCUSSION

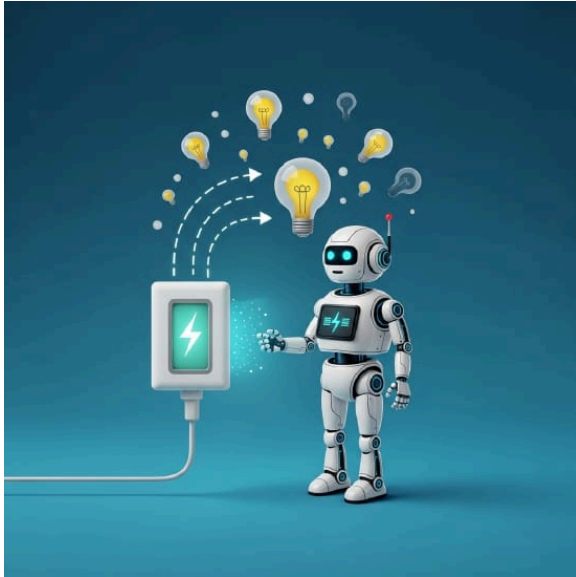
Active Reading Reflection Activity: In this activity, students will begin by reading the foundation article, “Mental Health: The Cost of Code-Switching,” which explores the concept of code-switching—adjusting one's language, behavior, or appearance to fit into different social or professional environments—and its impact on mental health. The reading will introduce common scenarios where code-switching occurs, such as in the workplace, educational settings, or social interactions, and highlight the emotional and psychological costs associated with constantly shifting identity or self-presentation. After completing the reading, students will reflect on their understanding by answering a self-assessment questionnaire designed to gauge their awareness of code-switching, its personal relevance, and its potential effects on well-being.

Link to the article: [“Mental Health: The Cost of Code-Switching”](#)

Self-Assessment of Code-Switching Questionnaire

1. Have you ever changed your language, behavior, or appearance to fit in or be accepted in a particular social, educational, or professional setting? Please describe the situation.
2. Would you consider yourself someone who code-switches regularly? Why or why not?
3. Have you observed code-switching in your friends, classmates, or colleagues? If so, in what ways did it show up?
4. Do you feel that code-switching has influenced your educational experiences, such as classroom participation, grades, or relationships with teachers and peers? Please explain.
5. What emotions do you associate with code-switching (for example, stress, pride, anxiety, or confidence)? How do these feelings affect your well-being or academic life?

11.2: PWH Chapter 4



PWH CHAPTER 4

Assignment: Using Copilot to Generate Textbook Chapters Concerning Individual Issues with Grammar and

Objective: Explore AI-assisted Writing for Language Mastery.

Assignment Overview

You will use Copilot or other generative AI to generate a short textbook chapter that explains grammar and/or punctuation concept you are struggling with.

The purpose of this assignment is to encourage you to leverage AI-assisted tools to deepen your understanding of language conventions, refine your editing skills, and produce a clear, instructive resource for your peers.

Instructions (for each chapter)

- Decide on your topic for Chapter 1.

Your Topic for Chapter 4	
--------------------------	--

- Complete the AI prompt form below for your chapter.
- Open Copilot or another generative AI program.
- Copy the information you typed in the worksheet and paste the information into your generative AI prompt window. If you are using Word, open a new document and paste your information into Copilot.
- Generate your chapter (3-5 pages).
- Review for accuracy and customize.
- Manually [NOT USING AI] create a short quiz regarding your topic.
 - 3-5 Questions will suffice.
 - Multiple choice or essay questions will work. Your choice.
 - Include an answer key.

- Submit for a grade.

Guided Form for Crafting Effective Prompts

The form below is for informational purposes. The actual form is found in the attached assignment sheet or on the assignment sheet provided by your instructor.

Directions/Questions	Your Responses
Objective of Your Prompt: What do you want the AI to do or generate? (e.g., write a story, summarize a text, answer a question)	
Context or Background Information (if any): Provide any necessary context to help the AI understand your request.	
Desired Output Format: Should the response be a list, paragraph, table, chapter or another format?	
Required Details or Constraints: List any specific requirements (e.g., word count, tone, keywords, examples to include/exclude).	
Target Audience: Who is the intended reader or user of the AI's output?	
Sample Prompt (Draft): Combine your answers above to draft your initial AI prompt. Use this prompt to generate your chapter.	
Review and Refine: Check your prompt for clarity and completeness. Is there anything you can improve?	

12: MODULE 4- “COLLEGE, INC.”



MODULE 4: “College, Inc.”

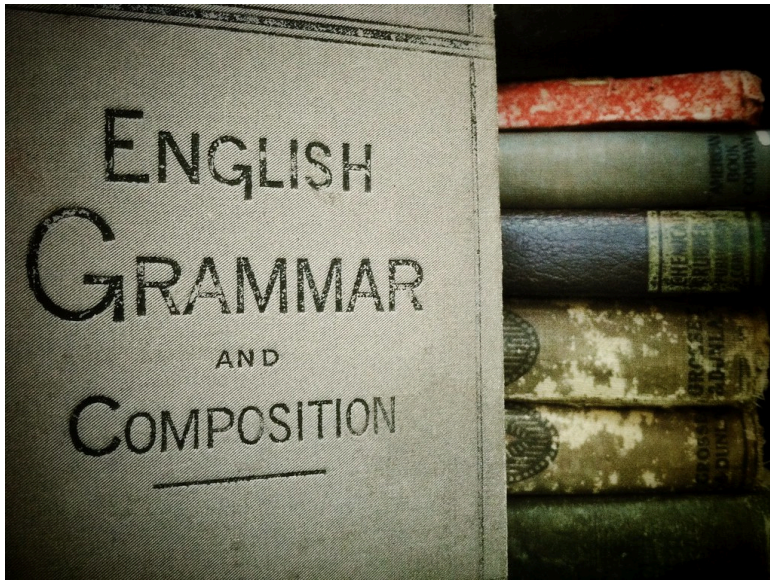
Module 4 is concerned with the various types of colleges and universities operating in the U.S. In the United States, higher education is offered through several types of colleges, including public universities, private non-profit colleges, community colleges, and for-profit institutions. Public universities are state-funded and often offer a wide range of academic programs at a lower cost for in-state residents. Private non-profit colleges are funded primarily through tuition, donations, and endowments, focusing on educational missions rather than generating profit. Community colleges provide two-year degrees and certificates, serving as affordable entry points to higher education or as pathways to four-year institutions. For-profit colleges, on the other hand, operate as businesses with the primary goal of generating revenue for owners and shareholders.

Developing Your Perspective

By exploring a range of viewpoints concerning the various types of colleges operating in the U.S., you will form and support your own opinions on the issue. The module will guide you in refining your thoughts and organizing your ideas effectively. Through your exploration, you will:

- Engage with diverse perspectives about public universities, private non-profit colleges, community colleges, and for-profit institutions.
- Reflect on the advantages, challenges, and unique characteristics of each type of college in order to develop a well-rounded viewpoint.
- Use module activities and guidance to structure your reasoning and present your ideas clearly.

Your work will culminate in a rough draft essay addressing the central question: What do you think? Are for-profit colleges a menace to education and a waste of money, or are they a valuable alternative to traditional, not-for-profit colleges and universities?



Mechanics

Module 4 features additional weekly exercises and quizzes designed to strengthen your grasp of writing mechanics. Alongside these tasks, you'll also get valuable feedback to pinpoint ways you can improve, helping you develop solid skills for future writing assignments as you move through the module.

Personal Writing Handbook (PWH)

Module 4 marks the completion of the self-identification segment of our PWH project. Drawing upon the feedback provided on your previous essays and your own reflections on your work, you will select two additional areas or topics to investigate as you develop a concise chapter for personal reference throughout this and future semesters. Please note that generative A.I. tools will be utilized to assist in the creation of your PWH chapters.

[12.1: Week 12](#)

[12.2: Capitalization](#)

[12.3: Capitalization Quiz](#)

[12.4: Reading and Discussion](#)

12.1: Week 12

Week 12 Introduction: Analytical Reading and Capitalization.



Welcome to Week 12! This week, our primary focus will be on developing your analytical reading skills through assignments related to Module 4, based on the documentary “College, Inc.” You will engage in close reading and critical analysis, examining the documentary’s arguments, evidence, and perspectives. Our grammar and punctuation work will also continue, with special attention to the rules and conventions of capitalization. By actively participating in these activities, you’ll strengthen your reading comprehension, polish your writing skills, and deepen your understanding of effective communication.

SLOs Addressed in This Section

- 15. While revising, editing, and proofreading, apply conventions of Standard Edited English, and eliminate surface errors that interfere with coherence and clarity.
- 19. Identify author’s main idea and purpose for writing.
- 20. Keep track of unfamiliar vocabulary.
- 21. Annotate a text.

12.2: Capitalization

MODULE 4- WEEK 12 READING & ACTIVITY

Active Reading Reflection Activity: In this activity, students will begin by reading instructional material that explains the essential rules and examples of capitalization in academic writing. The readings, below and attached to this section, will cover common situations for using capitalization, such as capitalizing proper nouns, the first word of a sentence, titles, and distinguishing between words that require or do not require capital letters. After completing the reading, students will reflect on their understanding by answering a self-assessment questionnaire designed to gauge their confidence and knowledge about general capitalization usage. Finally, students will have an opportunity to test their skills by taking a quiz on capitalization rules.



Capitalization

What is Capitalization?

Capitalization refers to the writing of a word with its first letter in uppercase while the remaining letters are in lowercase. It is an important aspect of writing that helps to convey meaning and clarity. Capitalization rules can vary slightly depending on the style guide, but some general principles are universally accepted.

Basic Rules of Capitalization

- **First Word of a Sentence:** Always capitalize the first word of a sentence. For example, "The sun rises in the east."
- **Proper Nouns:** Capitalize names of specific people, places, and things. For example, "Albert Einstein," "Paris," and "Microsoft."
- **Days, Months, and Holidays:** Capitalize the names of days, months, and holidays, but not the seasons. For example, "Monday," "July," "Thanksgiving," but "summer."
- **Titles:** Capitalize the major words in the titles of books, articles, and songs, but not minor words like "and," "the," or "in" unless they are the first or last word of the title. For example, "To Kill a Mockingbird."
- **Pronoun "I":** Always capitalize the pronoun "I." For example, "When I go to the store, I will buy some bread."

Examples of Capitalization

- **Correct:** "She went to the city to visit the Statue of Liberty."
- **Incorrect:** "she went to the City to visit the statue of liberty."

- Correct: "On Tuesday, John and Maria will present their project."
- Incorrect: "on tuesday, john and maria will present their project."

Self-Assessment of General Capitalization Use Questionnaire

1. In what situations have you noticed that standard capitalization rules are ignored or used incorrectly?
2. Can you identify at least two common situations where capitalization rules should be followed—for example, capitalizing proper nouns or the first word of a sentence?
3. Have you ever received feedback about your use of capitalization? If so, what did it highlight as your strengths or areas for improvement?
4. Do you find yourself unsure about when to capitalize words in titles or when distinguishing between words that require or do not require capital letters?
5. What resources, strategies, or rules do you rely on when you are uncertain about using capitalization correctly?

12.3: Capitalization Quiz

Google Document

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

[View this Google Document online](#)



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12.4: Reading and Discussion

INDIVIDUAL DISCUSSION BOARD

GUIDELINES: After Listening to and critically reading the transcript of "College, Inc.," answer each question with at least two or three sentences. Please note: your answers will not be shared with your peers. This is a safe space for you to begin formulating your personal stance on various types of American higher education institutions.

Listen Here: ["College, Inc."](#)

College, Inc. - Audiocast; FRONTLINE Audiocast. 'College, Inc.': Who's profiting from your education? (Orig. PBS airdate: May 4, 2010) Partial funding for this FRONTLINE audiocast is provided by the RealNetworks Foundation." Frontline, 5 May 2010. Gale In Context: Opposing Viewpoints, link.gale.com/apps/doc/A235650703/OVIC?u=chic13716&sid=bookmark-OVIC&xid=471bea7f. Accessed 12 Dec. 2025.



Discussion Questions

1. What is the main argument or thesis presented in the documentary "College, Inc.," and how do the filmmakers support their position?
2. How does "College, Inc." address potential criticisms or counterarguments to the growth of for-profit colleges, and do you find these responses convincing?
3. In what ways does the documentary explore the ethical implications of for-profit colleges' involvement in higher education, and what stance does it take on these issues?
4. How do the filmmakers use language, tone, and storytelling techniques to influence viewers' perceptions of the urgency and necessity of reform in the for-profit college industry?
5. Considering the context in which "College, Inc." was produced, what social or political factors might have influenced the documentary's perspective, and how do these factors shape its conclusions and recommendations?
6. Is there any potential race or class bias inherent in for-profit college recruiting?

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13: COLLEGE, INC.- WK13

Week 13 Introduction: Outlining, Essay Drafting, and PWH Project.

Welcome to Week 13! This week, we will concentrate on building your essay-writing skills by focusing on outlining and drafting. You'll learn how to organize your ideas effectively and begin constructing a cohesive essay based on your outline. In addition, you will continue developing your personal writing handbook project, refining your understanding of key writing concepts and strategies. Through these activities, you will enhance your ability to plan, structure, and polish your essays, while also creating a valuable resource to support your ongoing writing development.

- ESSAY FORMAL OUTLINE**
- I. **Introduction**
 - A. Introduce the general topic
 - B. Introduce the specific topic
 - 1. Title (if essay is based on a specific text)
 - 2. Author (if essay is based on a specific text)
 - C. Thesis Statement (Argument)
 - II. **First Body Paragraph (1st supporting reason)**
 - A. Topic Sentence
 - B. Expand and give specific details
 - C. Evidence → Quote from text or example
 - D. Analysis (analyze/connect evidence to supporting reason and argument)
 - III. **Second Body Paragraph (2nd supporting reason)**
 - A. Topic Sentence
 - B. Expand and give specific details
 - C. Evidence → Quote from text or example
 - D. Analysis (analyze/connect evidence to supporting reason and argument)
 - IV. **Third Body Paragraph (3rd supporting reason)**
 - A. Topic Sentence
 - B. Expand and give specific details
 - C. Evidence → Quote from text or example
 - D. Analysis (analyze/connect evidence to supporting reason and argument)
 - V. **Conclusion**
 - A. Restate thesis
 - B. Summarize supporting reasons
 - C. Concluding thoughts

Date: August 15, 2021

Page 1 of 2

13.1: PWH Chapter 5

13.2: Outline and Drafting

13.1: PWH Chapter 5

PWH CHAPTER 5

Assignment: Using Copilot to Generate Textbook Chapters Concerning Individual Issues with Grammar and Punctuation Concepts.

Objective: Explore AI-assisted Writing for Language Mastery.

Assignment Overview

You will use Copilot or other generative AI to generate a short textbook chapter that explains grammar and/or punctuation concept you are struggling with.

The purpose of this assignment is to encourage you to leverage AI-assisted tools to deepen your understanding of language conventions, refine your editing skills, and produce a clear, instructive resource for your peers.

Instructions (for each chapter)

- Decide on your topic for Chapter 5.

Your Topic for Chapter 5	
--------------------------	--

- Complete the AI prompt form below for your chapter.
- Open Copilot or another generative AI program.
- Copy the information you typed in the worksheet and paste the information into your generative AI prompt window. If you are using Word, open a new document and paste your information into Copilot.
- Generate your chapter (3-5 pages).
- Review for accuracy and customize.
- Manually [NOT USING AI] create a short quiz regarding your topic.
 - 3-5 Questions will suffice.
 - Multiple choice or essay questions will work. Your choice.
 - Include an answer key.
- Submit for a grade.

Guided Form for Crafting Effective Prompts

The form below is for informational purposes. The actual form is found in the attached assignment sheet or on the assignment sheet provided by your instructor.

Directions/Questions	Your Responses
Objective of Your Prompt: What do you want the AI to do or generate? (e.g., write a story, summarize a text, answer a question)	

Context or Background Information (if any): Provide any necessary context to help the AI understand your request.	
Desired Output Format: Should the response be a list, paragraph, table, chapter or another format?	
Required Details or Constraints: List any specific requirements (e.g., word count, tone, keywords, examples to include/exclude).	
Target Audience: Who is the intended reader or user of the AI's output?	
Sample Prompt (Draft): Combine your answers above to draft your initial AI prompt. Use this prompt to generate your chapter.	
Review and Refine: Check your prompt for clarity and completeness. Is there anything you can improve?	

13.2: Outline and Drafting



“COLLEGE, INC.” ESSAY OUTLINE AND DRAFT ASSIGNMENT

OUTLINING

Before drafting your essay, be sure to use the attached outline form to organize your thoughts and main ideas. This outline will help you clarify your thesis, arrange your supporting points logically, and ensure that each section of your essay is well developed. Completing the outline first will make the writing process smoother and lead to a more cohesive and effective essay.

DRAFTING

Drafting an essay using your outline is key to organizing ideas, supporting your thesis, and staying focused. This method helps structure your essay, highlights gaps in reasoning, and leads to clearer, more effective writing.

INSTRUCTIONS (REMINDER: You have done 1-3 already):

1. Reread and re-view the materials associated with the gender and toys.
2. Decide whether you agree, disagree, or both agree and disagree with the theory that gender specific toys and the marketing around them influence gender roles in children.
3. Review the essay question.
4. Write a 5-point essay draft following the guidelines covered in class.
 - Introduction with a thesis statement. (100-150 WORDS minimum)
 - Three (3) body paragraphs (minimum 100-150 WORDS EACH): one paragraph for each main point; and,
 - A conclusion summarizing your thesis statement and three main points. (100-150 WORDS minimum)

Guidelines:

USE THE MLA TEMPLATE PROVIDED FOR YOU IN BRIGHTSPACE

- You should have a clear introduction, which includes your thesis statement.
- You should have three distinct body paragraphs: One main point per paragraph.

- You should have a clear conclusion.
- DO NOT USE GENERATIVE A.I. TO WRITE YOUR ESSAY
- DO NOT USE PROGRAMS LIKE GRAMMARLY TO CHECK YOUR WORK. GRAMMARLY IS AN A.I. GENERATIVE SOFTWARE.

ESSAY QUESTION: What do you think? Are for-profit colleges a menace to education and a waste of money, or are they a valuable alternative to traditional, not-for-profit colleges and universities?

14: MODULE 5- EXIT ESSAY PREP

SUBJECT	OBJECT	ADJ POSSESSIVE	POSSESSIVE	REFLEXIVE
I	ME	MY	MINE	MYSELF
YOU	YOU	YOUR	YOURS	YOURSELF
HE	HIM	HIS	HIS	HIMSELF
SHE	HER	HER	HERS	HERSELF
IT	IT	ITS	ITS	ITSELF
WE	US	OUR	OURS	OURSELVES
YOU	YOU	YOUR	YOURS	YOURSELVES
THEY	THEM	THEIR	THEIRS	THEMSELVES

Week 14 Introduction: Exit Essay

Prep and Grammar Work.

Welcome to Week 14! This week, we will begin preparing for the Exit Essay by reading, discussing, and doing some prewriting activities. In addition to this essay work, we'll focus on pronoun usage and practice applying correct grammar. These activities will help you get ready for your Exit Essay and strengthen your understanding of important writing concepts.

[14.1: Pronouns](#)

[14.2: Pronoun Quiz](#)

[14.3: Practice Exit Reading and Discussion](#)

14.1: Pronouns

MODULE 4- WEEK 14 READING & ACTIVITY

Active Reading Reflection Activity: In this activity, students will begin by reading instructional material that explains the essential rules and examples of pronoun use in academic writing. The reading will cover common situations for using pronouns, such as choosing the correct pronoun case, ensuring pronoun-antecedent agreement, avoiding ambiguous references, and distinguishing between subjective, objective, and possessive pronouns. After completing the reading, students will reflect on their understanding by answering a self-assessment questionnaire designed to gauge their confidence and knowledge about general pronoun usage. Finally, students will have an opportunity to test their skills by taking a quiz on pronoun rules.

Pronouns

Pronouns are an essential part of English grammar, enabling speakers and writers to communicate clearly, avoid redundancy, and add variety to their sentences. They are words that substitute for nouns in a sentence, making language more efficient and fluid.

Personal Pronouns

Personal pronouns refer to specific people or things. They are further divided into:

- **Subject Pronouns:** These pronouns act as the subject of a sentence. Examples include I, you, he, she, it, we, they. For instance: "She is reading a book."
- **Object Pronouns:** These pronouns receive the action of the verb. Examples include me, you, him, her, it, us, them. For instance: "The teacher called him."
- **Possessive Pronouns:** These pronouns indicate ownership or possession. Examples include mine, yours, his, hers, its, ours, theirs. For instance: "The book is mine."

Reflexive Pronouns

Reflexive pronouns are used when the subject and the object of a sentence are the same. Examples include myself, yourself, himself, herself, itself, ourselves, yourselves, themselves. For instance: "She taught herself to play the piano."

Demonstrative Pronouns

Demonstrative pronouns point to specific things or people. Examples include this, that, these, those. For instance: "This is my favorite song."

Relative Pronouns

Relative pronouns connect clauses or sentences and provide more information about a noun. Examples include who, whom, whose, which, that. For instance: "She's the artist who painted this mural."

Interrogative Pronouns

Interrogative pronouns are used to ask questions. Examples include who, whom, whose, which, what. For instance: "What is your name?"

Indefinite Pronouns

Indefinite pronouns refer to nonspecific people or things. Examples include someone, anyone, everyone, none, all, some. For instance: "Everyone is welcome to the party."

Reciprocal Pronouns

Reciprocal pronouns indicate mutual action or relationship. Examples include each other, one another. For instance: "The teammates congratulated each other after the game."

Second Person Pronouns

Second person pronouns are pronouns that refer to the person or people being spoken to. Unlike first person pronouns (which refer to the speaker) or third person pronouns (which refer to the person or people being spoken about), second person pronouns directly address the audience or reader.

Second Person Pronouns

In English, the primary second person pronoun is "you". This pronoun is versatile, being used for both singular and plural forms.

For additional information concerning pronouns, review the information below.

Self-Assessment of General Pronoun Use Questionnaire

1. In what situations have you noticed that standard pronoun rules are ignored or used incorrectly?
2. Can you identify at least two common situations where pronoun rules should be followed—for example, ensuring pronoun-antecedent agreement or choosing the correct pronoun case?
3. Have you ever received feedback about your use of pronouns? If so, what did it highlight as your strengths or areas for improvement?
4. Do you find yourself unsure about which pronoun to use in specific sentences, or how to distinguish between subjective, objective, and possessive pronouns?
5. What resources, strategies, or rules do you rely on when you are uncertain about using pronouns correctly?

14.2: Pronoun Quiz

Google Document

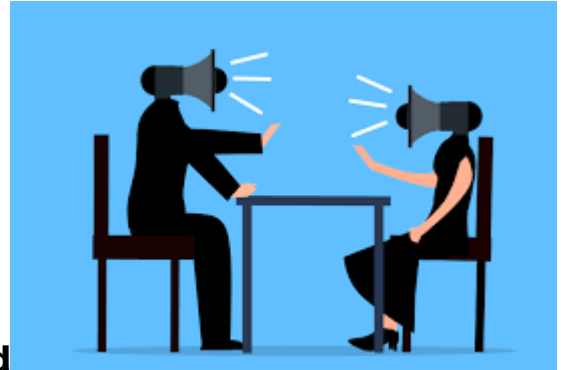
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14.3: Practice Exit Reading and Discussion



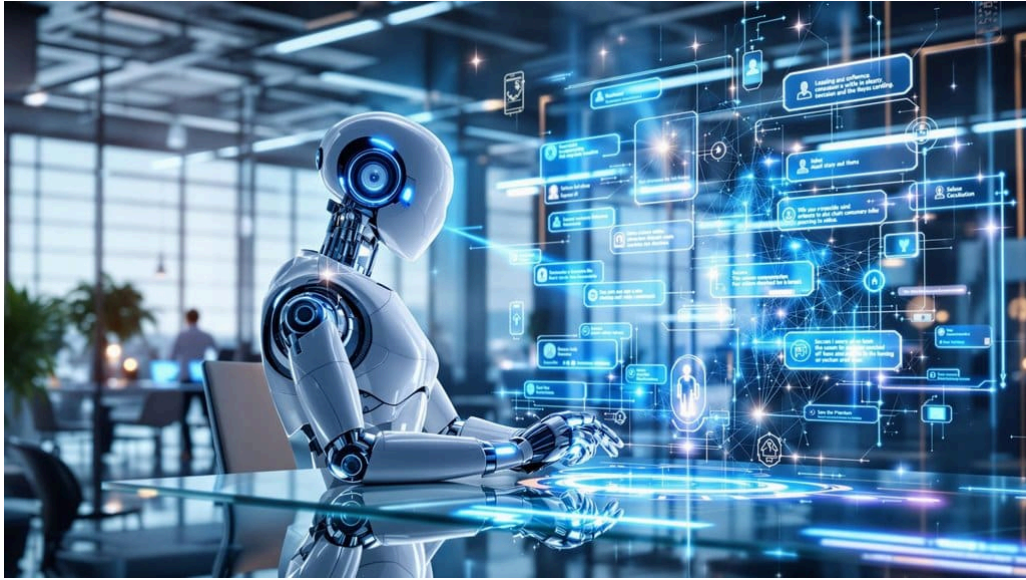
Practice Exit Reading and Discussion Board

GUIDELINES: After reading and thoughtfully analyzing the article “[Regulate AI—for the Sake of Our Jobs, Brains, and Planet](#)” by Sonali Kolhatkar (2025), answer each question below in at least two or three sentences. Please note: your responses are private and will not be shared with your peers. This is a safe space for you to begin developing your personal perspective regarding the regulation of artificial intelligence (A.I.) to protect jobs, intellectual property and capacity, as well as the environment.

1. What is the main argument or thesis presented in Sonali Kolhatkar’s article, and how does the author support their position?
2. How does the article address potential criticisms or counterarguments about regulating artificial intelligence, and do you find these responses convincing?
3. In what ways does the article explore the ethical implications of regulating or not regulating A.I., and what stance does it take on these issues?
4. How does the author use language, tone, and storytelling techniques to influence readers’ perceptions of the urgency and importance of regulating artificial intelligence for the sake of jobs, intellectual well-being, and the environment?
5. Considering the context in which the article was written, what social or political factors might have shaped the author’s perspective, and how do these factors influence the conclusions and recommendations?
6. Is there any potential bias related to race, class, or other social factors inherent in how the regulation of artificial intelligence is discussed or proposed in the article?

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15: WRAPPING UP!



Week 15

Introduction: Final Chapter PWH and Final Reflections.

Welcome to Week 15! In this final week, you will complete and submit your final PWH project chapters. This is your opportunity to showcase your growth as a writer and bring together the skills and insights you have developed throughout the course. Alongside your project, you'll also write a final reflection inspired by Heidi Landecker's article, "Discrimination's 'Back Door': Tackling Language Bias on Campus." Reflect on how language shapes our perceptions and experiences on campus and consider the ways in which awareness of language bias can influence your own academic and personal journey.

[15.1: PWH Chapter 6](#)

[15.2: PWH Chapter 7](#)

[15.3: Final Reflection](#)

15.1: PWH Chapter 6

PWH CHAPTER 6

Assignment: Using Copilot to Generate Textbook Chapters Concerning Individual Issues with Grammar and Punctuation Concepts.

Objective: Explore AI-assisted Writing for Language Mastery.

Assignment Overview

You will use Copilot or other generative AI to generate a short textbook chapter that explains grammar and/or punctuation concept you are struggling with.

The purpose of this assignment is to encourage you to leverage AI-assisted tools to deepen your understanding of language conventions, refine your editing skills, and produce a clear, instructive resource for your peers.

Instructions (for each chapter)

Your Topic for Chapter 6	MLA GENERAL PAPER FORMATTING
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- Complete the AI prompt form below for your chapter.
- Open Copilot or another generative AI program.
- Copy the information you typed in the worksheet and paste the information into your generative AI prompt window. If you are using Word, open a new document and paste your information into Copilot.
- Generate your chapter (3-5 pages).
- Review for accuracy and customize.
- Manually [NOT USING AI] create a short quiz regarding your topic.
 - 3-5 Questions will suffice.
 - Multiple choice or essay questions will work. Your choice.
 - Include an answer key.
- Submit for a grade.

Guided Form for Crafting Effective Prompts

Directions/Questions	Your Responses
Objective of Your Prompt: What do you want the AI to do or generate? (e.g., write a story, summarize a text, answer a question)	
Context or Background Information (if any): Provide any necessary context to help the AI understand your request.	

Desired Output Format: Should the response be a list, paragraph, table, chapter or another format?	
Required Details or Constraints: List any specific requirements (e.g., word count, tone, keywords, examples to include/exclude).	
Target Audience: Who is the intended reader or user of the AI's output?	
Sample Prompt (Draft): Combine your answers above to draft your initial AI prompt. Use this prompt to generate your chapter.	
Review and Refine: Check your prompt for clarity and completeness. Is there anything you can improve?	

15.2: PWH Chapter 7

PWH CHAPTER 7

Assignment: Using Copilot to Generate Textbook Chapters Concerning Individual Issues with Grammar and Punctuation Concepts.

Objective: Explore AI-assisted Writing for Language Mastery.

Assignment Overview

You will use Copilot or other generative AI to generate a short textbook chapter that explains grammar and/or punctuation concept you are struggling with.

The purpose of this assignment is to encourage you to leverage AI-assisted tools to deepen your understanding of language conventions, refine your editing skills, and produce a clear, instructive resource for your peers.

Instructions (for each chapter)

Your Topic for Chapter 7	MLA IN-TEXT AND WORKS CITED CITATIONS
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- Complete the AI prompt form below for your chapter.
- Open Copilot or another generative AI program.
- Copy the information you typed in the worksheet and paste the information into your generative AI prompt window. If you are using Word, open a new document and paste your information into Copilot.
- Generate your chapter (3-5 pages).
- Review for accuracy and customize.
- Manually [NOT USING AI] create a short quiz regarding your topic.
 - 3-5 Questions will suffice.
 - Multiple choice or essay questions will work. Your choice.
 - Include an answer key.
- Submit for a grade.

Guided Form for Crafting Effective Prompts

Directions/Questions	Your Responses
Objective of Your Prompt: What do you want the AI to do or generate? (e.g., write a story, summarize a text, answer a question)	
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Desired Output Format: Should the response be a list, paragraph, table, chapter or another format?	
Required Details or Constraints: List any specific requirements (e.g., word count, tone, keywords, examples to include/exclude).	
Target Audience: Who is the intended reader or user of the AI's output?	
Sample Prompt (Draft): Combine your answers above to draft your initial AI prompt. Use this prompt to generate your chapter.	
Review and Refine: Check your prompt for clarity and completeness. Is there anything you can improve?	

15.3: Final Reflection

FINAL REFLECTION



GUIDELINES: Consider the ways in which language can subtly reinforce discrimination and bias, as discussed in Heidi Landecker's (2016) article, *Discrimination's 'Back Door': Tackling Language Bias on Campus*. When answering the discussion question, respond in at least one well-organized and informed paragraph, being mindful of how language choices and institutional narratives may perpetuate or challenge inequality in higher education. Remember, your answers are confidential and this is a safe space to thoughtfully develop your personal perspective on American higher education institutions, with particular attention to the role of language and its impact on inclusion and fairness.

READING: "[Discrimination's 'Back Door': Tackling Language Bias on Campus](#)" By [Heidi Landecker](#), September 18, 2016

Discussion Question: During your experience as a college student in English courses, have you observed any instances of language bias within higher education? Please provide a thoughtful explanation for your response, incorporating relevant personal examples.

INDEX

A

academic discourse
15.3: Final Reflection

Academic Journey
15: Wrapping Up!

Academic Reading
5.1: Reading Activity

academic writing
1: Module 1- The National Guard in Chicago
10.1: Apostrophes
14: Module 5- Exit Essay Prep
3: NG in Chicago- WK3
4: NG in Chicago-WK4
5.2: Annotating
6.1: Semicolons
8: Vaccine War- WK8
8.1: Reading- S/V Agreement
9: Module 3- Gender and Toys

active reading
10.1: Apostrophes
11.1: Reading and Discussion
5.1: Reading Activity
6.1: Semicolons
8.1: Reading- S/V Agreement

AI
11.2: PWH Chapter 4

AI tools
5.3: Personal Writing Handbook

American education
15.3: Final Reflection

analysis
2: NG in Chicago- WK 2

analysis skills
11: PWH and Code Switching
6: Vaccine War- WK6

analytical reading
5: Module 2- "The Vaccination War"

annotation
1.3: Annotating Texts
1.4: Annotation Assignment
5.2: Annotating
9.1: Critical Reading

annotation strategies
5: Module 2- "The Vaccination War"

apostrophe use
10.1: Apostrophes

argument
13.2: Outline and Drafting
4.3: Essay Drafting

argument flow
3.3: Outlining

argument structure
7.2: Outline Assignment

argumentative writing
1: Module 1- The National Guard in Chicago

arguments
1.4: Annotation Assignment
2: NG in Chicago- WK 2
2.1: NG Discussion

artificial intelligence
14.3: Practice Exit Reading and Discussion

assignment

11.2: PWH Chapter 4
5.2: Annotating
5.4: PWH Assignment
9.1: Critical Reading

audience

8: Vaccine War- WK8

audio

9.1: Critical Reading

B

bias

14.3: Practice Exit Reading and Discussion

body paragraphs

3.3: Outlining
4.3: Essay Drafting
7.2: Outline Assignment
8.3: Vaccine War Drafting

C

chapter

15.1: PWH Chapter 6

chapters

5.4: PWH Assignment

Chicago

1.2: Stop the Indifference
4.3: Essay Drafting

children

10.3: Outline and Drafting

clarity

2: NG in Chicago- WK 2
8: Vaccine War- WK8

class_bias

2.1: NG Discussion

Code Switching

11: PWH and Code Switching

coherence

2: NG in Chicago- WK 2
8: Vaccine War- WK8

collaborative learning

5.3: Personal Writing Handbook

college

12: Module 4- "College, Inc."
12.4: Reading and Discussion
13.2: Outline and Drafting

comma errors

2: NG in Chicago- WK 2

commas

2: NG in Chicago- WK 2

comments

1.4: Annotation Assignment

communication

10: Gender and Toys- WK10
11: PWH and Code Switching
5.2: Annotating

communication skills

6: Vaccine War- WK6

community advocates

1: Module 1- The National Guard in Chicago

community college

12: Module 4- "College, Inc."

community response

1.2: Stop the Indifference

complete sentences

3.1: Sentence Fragments Reading

complex lists

6.1: Semicolons

compound subjects

8.1: Reading- S/V Agreement

comprehension

5.1: Reading Activity

conclusion

3.3: Outlining
4.3: Essay Drafting
7.2: Outline Assignment
8.3: Vaccine War Drafting

connections

1.4: Annotation Assignment

contractions

10.1: Apostrophes

correcting fragments

3.1: Sentence Fragments Reading

correction techniques

4.1: Run-On Sentences

counterarguments

2.1: NG Discussion

crime

1: Module 1- The National Guard in Chicago
1.2: Stop the Indifference

critical discussion

2: NG in Chicago- WK 2

critical reading

12.4: Reading and Discussion

critical thinking

1: Module 1- The National Guard in Chicago
5.2: Annotating
6: Vaccine War- WK6
7: Vaccine War- WK7
9: Module 3- Gender and Toys

criticalReading

2.1: NG Discussion

critiques

14.3: Practice Exit Reading and Discussion

culture

1.2: Stop the Indifference

D

Development

13: College, Inc.- WK13

diagnostic assessment

5.3: Personal Writing Handbook

discrimination

15: Wrapping Up!
15.3: Final Reflection

discussion

14: Module 5- Exit Essay Prep

discussion board

6: Vaccine War- WK6

Discussions

12.4: Reading and Discussion

draft

13.2: Outline and Drafting

drafting

10: Gender and Toys- WK10
13: College, Inc.- WK13

E

editing

15.1: PWH Chapter 6
15.2: PWH Chapter 7
8: Vaccine War- WK8

editing skills

11.2: PWH Chapter 4
5.3: Personal Writing Handbook
5.4: PWH Assignment
7.1: PWH- Chapter 2

Education

10.3: Outline and Drafting
13: College, Inc.- WK13
13.2: Outline and Drafting

education costs

13.2: Outline and Drafting

education reform

12.4: Reading and Discussion

educational activities

4.1: Run-On Sentences

educational institutions

12.4: Reading and Discussion

educational settings

11.1: Reading and Discussion

educational tools

7.1: PWH- Chapter 2

effective communication

6: Vaccine War- WK6

effective prompts

11.2: PWH Chapter 4

effective writing

3.1: Sentence Fragments Reading

effective writing practices

7: Vaccine War- WK7

emotional costs

11.1: Reading and Discussion

engagement

5.2: Annotating

English 102

15: Wrapping Up!

environment

14.3: Practice Exit Reading and Discussion

equality

15.3: Final Reflection

Equity

15.3: Final Reflection

equity issues

1.2: Stop the Indifference

essay

10: Gender and Toys- WK10
13: College, Inc.- WK13
13.2: Outline and Drafting
15.1: PWH Chapter 6
4.3: Essay Drafting

essay drafting

4: NG in Chicago-WK4
8: Vaccine War- WK8

essay outlining

7: Vaccine War- WK7

essay writing

3.3: Outlining
7.2: Outline Assignment
8.3: Vaccine War Drafting

ethical_implications

2.1: NG Discussion

ethics

12.4: Reading and Discussion
14.3: Practice Exit Reading and Discussion

evaluation

2: NG in Chicago- WK 2

exit essay

14: Module 5- Exit Essay Prep

expectations

9: Module 3- Gender and Toys

F

feminism

10.3: Outline and Drafting

Final Chapter

15: Wrapping Up!

focus

5.1: Reading Activity

formatting

15.1: PWH Chapter 6

G

gender

10.3: Outline and Drafting
9: Module 3- Gender and Toys

gender roles

10.3: Outline and Drafting
9: Module 3- Gender and Toys

gender stereotypes

10.3: Outline and Drafting

generative AI

5: Module 2- "The Vaccination War"
7.1: PWH- Chapter 2

grammar

10.1: Apostrophes
11.2: PWH Chapter 4
14: Module 5- Exit Essay Prep
15.1: PWH Chapter 6
15.2: PWH Chapter 7
3: NG in Chicago- WK3
3.1: Sentence Fragments Reading
4.1: Run-On Sentences
5.3: Personal Writing Handbook
5.4: PWH Assignment
6: Vaccine War- WK6
6.1: Semicolons
7.1: PWH- Chapter 2

grammar correction

4: NG in Chicago-WK4

grammar exercises

8: Vaccine War- WK8

grammar rules

8.1: Reading- S/V Agreement

gun violence

1: Module 1- The National Guard in Chicago
1.2: Stop the Indifference
4.3: Essay Drafting

H

higher education

12: Module 4- "College, Inc."
12.4: Reading and Discussion
15.3: Final Reflection

I

identifying fragments

3.1: Sentence Fragments Reading

identity

11.1: Reading and Discussion

improvement strategies

11: PWH and Code Switching

inclusion

15.3: Final Reflection

independent clauses

4.1: Run-On Sentences

individual_discussion_board

2.1: NG Discussion

instructional material

6.1: Semicolons

intellectual property

14.3: Practice Exit Reading and Discussion

intervening phrases

8.1: Reading- S/V Agreement

interview

9.1: Critical Reading

introduction

1: Module 1- The National Guard in Chicago
3.3: Outlining
6: Vaccine War- WK6
7.2: Outline Assignment

J

jobs

14.3: Practice Exit Reading and Discussion

K

key phrases

1.4: Annotation Assignment
9.1: Critical Reading

L

language arts

3.1: Sentence Fragments Reading

language bias

15: Wrapping Up!
15.3: Final Reflection

language conventions

5.3: Personal Writing Handbook

language mastery

11.2: PWH Chapter 4
15.2: PWH Chapter 7
7.1: PWH- Chapter 2

language skills

4.1: Run-On Sentences

language_and_tone

2.1: NG Discussion

law enforcement

1.2: Stop the Indifference

learning

1.3: Annotating Texts
11.2: PWH Chapter 4

logical order

7.2: Outline Assignment

logical structure

3.3: Outlining

M

main arguments

5: Module 2- "The Vaccination War"

main ideas

3.3: Outlining

7.2: Outline Assignment

marketing

10.3: Outline and Drafting

13.2: Outline and Drafting

9: Module 3- Gender and Toys

mechanics

10: Gender and Toys- WK10

medical ethics

8.3: Vaccine War Drafting

mental health

11.1: Reading and Discussion

military policing

1: Module 1- The National Guard in Chicago

MLA

15: Wrapping Up!

15.1: PWH Chapter 6

MLA citations

15.2: PWH Chapter 7

MLA format

8.3: Vaccine War Drafting

MLA formatting

4: NG in Chicago-WK4

N

National Guard

4.3: Essay Drafting

O

organization

13: College, Inc.- WK13

3: NG in Chicago- WK3

3.3: Outlining

7: Vaccine War- WK7

7.2: Outline Assignment

9: Module 3- Gender and Toys

organizational skills

4: NG in Chicago-WK4

outline

13.2: Outline and Drafting

outline organization

8.3: Vaccine War Drafting

outlining

10: Gender and Toys- WK10

13: College, Inc.- WK13

3: NG in Chicago- WK3

3.3: Outlining

7.2: Outline Assignment

P

paragraph writing

4: NG in Chicago-WK4

personal growth

15: Wrapping Up!

personal writing

7: Vaccine War- WK7

personal writing handbook

5: Module 2- "The Vaccination War"

5.3: Personal Writing Handbook

persuasive writing

4.3: Essay Drafting

8.3: Vaccine War Drafting

plagiarism

9: Module 3- Gender and Toys

plagiarism avoidance

4: NG in Chicago-WK4

planning

13: College, Inc.- WK13

policy

1.2: Stop the Indifference

political factors

12.4: Reading and Discussion

political_factors

2.1: NG Discussion

position paper

8.3: Vaccine War Drafting

possession

10.1: Apostrophes

practical demonstrations

1.3: Annotating Texts

practice

14: Module 5- Exit Essay Prep

practice quiz

3: NG in Chicago- WK3

preparation

14: Module 5- Exit Essay Prep

private college

12: Module 4- "College, Inc."

professional environments

11.1: Reading and Discussion

prompts

5.4: PWH Assignment

pronouns

14: Module 5- Exit Essay Prep

proofreading

3.1: Sentence Fragments Reading

psychological costs

11.1: Reading and Discussion

psychology

10.3: Outline and Drafting

public health

8.3: Vaccine War Drafting

public safety

1.2: Stop the Indifference

public university

12: Module 4- "College, Inc."

punctuation

11.2: PWH Chapter 4

15.1: PWH Chapter 6

15.2: PWH Chapter 7

4.1: Run-On Sentences

5.4: PWH Assignment

6: Vaccine War- WK6

6.1: Semicolons

7.1: PWH- Chapter 2

PWH

11: PWH and Code Switching

15: Wrapping Up!

Q

questionnaire

10.1: Apostrophes

questions

1.4: Annotation Assignment

quiz

5.4: PWH Assignment

R

race

1.2: Stop the Indifference

race_bias

2.1: NG Discussion

reading

1.4: Annotation Assignment

14: Module 5- Exit Essay Prep

9.1: Critical Reading

reading difficulties

5.1: Reading Activity

reading skills

11: PWH and Code Switching

5: Module 2- "The Vaccination War"

reading strategies

1.3: Annotating Texts

5.1: Reading Activity

5.2: Annotating

reflection

1.4: Annotation Assignment

5.2: Annotating

reflection activity

10.1: Apostrophes

Reflections

15: Wrapping Up!

regulation

14.3: Practice Exit Reading and Discussion

retention

5.1: Reading Activity

revision

10: Gender and Toys- WK10

8: Vaccine War- WK8

rhetorical tools

3: NG in Chicago- WK3

7: Vaccine War- WK7

S

self assessment

14: Module 5- Exit Essay Prep

semicolon usage

6.1: Semicolons

semicolon use

8.1: Reading- S/V Agreement

semicolons

6: Vaccine War- WK6

sentence fragments

3: NG in Chicago- WK3

3.1: Sentence Fragments Reading

sentence structure

4: NG in Chicago-WK4

4.1: Run-On Sentences

6.1: Semicolons

singular plural

8.1: Reading- S/V Agreement

skills

1.3: Annotating Texts

10: Gender and Toys- WK10

15.1: PWH Chapter 6

social factors

14.3: Practice Exit Reading and Discussion

social issues

12.4: Reading and Discussion

social justice

15.3: Final Reflection

social settings

11.1: Reading and Discussion

social factors

[2.1: NG Discussion](#)

societal norms

[10.3: Outline and Drafting](#)

Sonali Kolhatkar

[14.3: Practice Exit Reading and Discussion](#)

stereotypes

[9.1: Critical Reading](#)

strategies

[10: Gender and Toys- WK10](#)

[9.1: Critical Reading](#)

structure

[10: Gender and Toys- WK10](#)

[13: College, Inc.- WK13](#)

student activity

[6.1: Semicolons](#)

student engagement

[11: PWH and Code Switching](#)

student experiences

[15.3: Final Reflection](#)

study skills

[1.3: Annotating Texts](#)

supporting details

[3.3: Outlining](#)

[7.2: Outline Assignment](#)

T

targeted readings

[3: NG in Chicago- WK3](#)

teaching strategies

[5.3: Personal Writing Handbook](#)

technical writing

[2: NG in Chicago- WK 2](#)

text analysis

[5: Module 2- "The Vaccination War"](#)

[5.2: Annotating](#)

text annotation

[1.3: Annotating Texts](#)

text engagement

[1.4: Annotation Assignment](#)

Textbook

[11.2: PWH Chapter 4](#)

[5.4: PWH Assignment](#)

textbook chapter

[7.1: PWH- Chapter 2](#)

thesis

[13.2: Outline and Drafting](#)

[9: Module 3- Gender and Toys](#)

thesis development

[3: NG in Chicago- WK3](#)

[7: Vaccine War- WK7](#)

thesis statement

[4.3: Essay Drafting](#)

[8.3: Vaccine War Drafting](#)

toys

[10.3: Outline and Drafting](#)

transcript

[9.1: Critical Reading](#)

tuition

[12: Module 4- "College, Inc."](#)

U

understanding

[5.2: Annotating](#)

understanding arguments

[5.1: Reading Activity](#)

university

[12: Module 4- "College, Inc."](#)

V

video guide

[1.3: Annotating Texts](#)

vocabulary

[1.4: Annotation Assignment](#)

[5: Module 2- "The Vaccination War"](#)

[5.1: Reading Activity](#)

[9.1: Critical Reading](#)

W

works cited

[15.2: PWH Chapter 7](#)

writing

[10: Gender and Toys- WK10](#)

[11.2: PWH Chapter 4](#)

[13: College, Inc.- WK13](#)

[13.2: Outline and Drafting](#)

[15.1: PWH Chapter 6](#)

writing assignment

[7.1: PWH- Chapter 2](#)

writing clarity

[4.1: Run-On Sentences](#)

writing concepts

[14: Module 5- Exit Essay Prep](#)

writing errors

[11: PWH and Code Switching](#)

[3.1: Sentence Fragments Reading](#)

[4.1: Run-On Sentences](#)

writing handbook

[7: Vaccine War- WK7](#)

writing improvement

[8.1: Reading- S/V Agreement](#)

writing process

[11: PWH and Code Switching](#)

[4.3: Essay Drafting](#)

[9: Module 3- Gender and Toys](#)

writing proficiency

[6: Vaccine War- WK6](#)

writing rules

[10.1: Apostrophes](#)

writing skills

[1: Module 1- The National Guard in Chicago](#)

[13: College, Inc.- WK13](#)

[15: Wrapping Up!](#)

[15.2: PWH Chapter 7](#)

[2: NG in Chicago- WK 2](#)

[3: NG in Chicago- WK3](#)

[3.1: Sentence Fragments Reading](#)

[4: NG in Chicago-WK4](#)

[5: Module 2- "The Vaccination War"](#)

[5.3: Personal Writing Handbook](#)

[6.1: Semicolons](#)

[7: Vaccine War- WK7](#)

[8: Vaccine War- WK8](#)

writing strategies

[7: Vaccine War- WK7](#)

GLOSSARY

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Sample Word 1 | Sample Definition 1