Fall 12-13-2019

Breaking Down Barriers: Teaching Students to Communicate Effectively

Eva Claire Coffman
Bowling Green State University, evacw@bgsu.edu

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Breaking Down Barriers: Teaching Students to Communicate Effectively

Eva Claire Coffman
evacw@bgsu.edu

A Final Portfolio

Submitted to the English Department of Bowling Green
State University in partial fulfillment of
the requirements for the degree of

Master of Arts in the field of English
with a specialization in
Professional Writing and Rhetoric

December 7, 2019

Ms. Lucinda Hunter, First Reader
Ms. Kimberly Spallinger, Second Reader
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Analytical Narrative

After teaching at in a public high school for a few years, I started researching possible graduate school programs. I wasn’t entirely sure of which program I wanted to attend; I just knew I wanted to expand on my love of learning and education. After over a year of searching, I finally found the online English—Professional Writing and Rhetoric master’s program offered at Bowling Green State University. The school offered everything I wanted in a program: it was online, reputable, affordable, and best of all, in a field that I knew would help me grow as a scholar, teacher, and professional. My goal with this program was to get my master’s in English to allow me to either teach at the college level, teach writing to high school students, or to use my skills to write copy and edit for a business.

One of the things that had the biggest impact on my learning and how I teach my students was learning how to be a better teacher of writing. In Constance Weaver’s text Grammar to Enrich and Enhance Writing, we learned that every student speaks multiple languages a day—the language they speak at home, the language they speak with friends, and the language they speak at school. The research showed that students who were taught to switch between those languages based on when each language should be used saw an increase in writing ability and a decrease in writing anxiety. Because the students were no longer being told “No, that’s incorrect”, and instead were being told to use their school “language”, they were better able to switch between their languages and learned when to use which language and where. Another thing that really opened my eyes were the theories and practices introduced to me by author Stephen Pinker. His writings taught me to see language for what it is—different ways to communicate. Language is not just spoken word, but written words, gestures, and images as well. This is why when we go to a country where we don’t speak any of the native language, we can use signs to figure out things like where the restroom is or directions to different places. Pinker taught me that language is universal and inherent; we just have to open our minds to interpret.
I kept those theories in mind when developing my lesson plans, syllabi, and course activities. Not only to show my students that I was listening, but also to remind myself to listen more to the numerous languages surrounding me every day. I kept those theories in mind when I was discussing Plato’s and Nietzsche’s language and how that language could be found in *1984* and *Brave New World*; I kept those theories in mind when I was deciding which nonfiction readings to include in my AP language course; I kept those theories in mind when I was creating activities for my technical writing course; I kept those theories in mind when I justified why certain things should be changed in pieces I edited. By learning how to bridge the communication barrier between languages, I am a better teacher and my students are more open to learning because they know they are being heard. As Plutarch said in his “Listening to Lectures” piece, “The mind is not a vessel to be filled, but a fire to be kindled.” My duty as a teacher is to teacher students how to think for themselves, not to regurgitate what I think. I want my students to know that I value their minds, not their ability to parrot my own thoughts back to me. That’s not education—that’s conditioning.

The common thread in my portfolio is how the communication of ideas develops. First there is the understanding of an idea; how that idea develops, how it grows, and how it takes on a life of its own. Once the idea is understood, next comes learning how to communicate that idea to others. After the skills of how to effectively communicate that idea to others are learned, then comes the editing of the idea. The editing helps to mold that idea into something that is ready to consumed by the intended audience to help the idea spread. Editing is the last step before the idea is launched to the public. Editing is how the creator of the idea polishes and puts the final touches on the idea to make it presentable to an audience.

I knew BGSU was the right place from the first day of my first class. In ENG 6070 Theories and Methods of Literary Criticism, we learned how to apply the thoughts of some of histories greatest thinkers to literature and develop our own thoughts in regards to how literature shapes the human
condition in a multitude of ways. For our final, we had to select a few of the theorists we had discussed in class and apply their theories to other pieces of literature.

I chose this as my substantive research piece because of how much fun I had writing this paper. Plato and Friedrich Nietzsche were two of my favorite theorists that we studied. Not because of the theories themselves, but because of the way they presented the theories and how easy it was to see their theories in so many different pieces of modern literature, specifically in dystopian literature. Every time I read through each of their pieces, I found more quotes and ideas that I could use in my paper. I have always been a fan of the dystopian genre, and the genre made more sense to me after reading Plato and Nietzsche in class. After reading excerpts from Republic and “Truth and Lying in the Non-Moral Sense”, I could see Plato’s and Nietzsche’s ideas of how a society should be constructed, although their theories seemed to be opposite in nature most of the time. I could see their ideas in books such as Brave New World, The Giver, 1984, The Handmaid’s Tale, The Hunger Game, Divergent, and The 100. While these books were written in different decades, and even different centuries, the connections between his ideas and the basis for these novels were clear.

I chose Plato and Nietzsche to explain some of the common themes of the novels Brave New World and 1984 because of their views on how society should operate to achieve greatness. While both were in agreement that the general populace should have certain things kept from them “for their own good”, Plato and Nietzsche disagreed on how the omissions should be implemented. I used these two theorists to compare and contrast the two novels, since both novels had the underlying theme of total governmental control and the stifling of individuality.

For the revision for this paper, I needed to add more of my own interpretations of how these opposing theorists would have seen their theories at work in the two novels. My original paper also needed work on the flow of transitions between the different parts of the paper. To resolve these issues, I went back through each of the readings by Plato and Nietzsche and started formulating my
own thoughts and interpretations based on their words and how those words fit in regards to the two novels. By adding in more of my own ideas, this helped smooth the bumpy transitions.

This project helped me make better sense of the dystopian genre and how far back these ideas actually go. And not only how far back these themes went, but how far into the future they will go. The more I read through Plato, Nietzsche, Orwell, and Huxley, the more I could see these themes in our world today. This project also showed me how to communicate to my students and peers that while a civilized society based on Plato’s and Nietzsche’s ideas might make sense on paper, they failed to account for the human abilities of generosity, compassion, creativity, and progression.

I chose an AP syllabus and course curriculum as my teaching-based project because I love reading and learning new ways to communicate, and I want to cultivate that same love of learning and communicating in my own students. I created this project for my final in ENG 6200 Teaching of Writing with Dr. Heather Jordan.

I have always excelled in my English, writing, and literature classes, and my main goal in life is to teach English in all of its forms. More than anything, I would love to teach a gifted or Advanced Placement English class. I developed this curriculum after attending a summer workshop through College Board to receive AP teaching certification. I used the new textbook given to us in the workshop to build my reading lists and class activities to ensure that my future AP students will meet all core AP standards and do well on the AP test at the end of the school year.

For revision, I have added more detail to the general assignments to give the audience a better understanding of the different types of writing prompts, writing activities, and grammar activities that will be studied in class. I have also added in more evidence of how the selected readings and activities fit into the College Board’s course standards for Advanced Placement English Language and Composition. I then went back into my narrative for the project and added in some of my favorite assignments and explanations behind why I chose certain readings and assignments.
This project helped me to understand how a strong AP course can help students understand more about the world around them. High school students live in a very me-centric universe, and they need to be exposed to nonfiction pieces to develop awareness of the world around them, and how they fit into that world. They need the composition side of AP Lang to help them be able to use what has been taught in an effective manner. As I was researching outside reading materials for my AP course curriculum, I found a quote by Stephen Covey, who wrote “The 7 Habits of Highly Effective People.” His quote “Seek first to understand; then to be understood” perfectly summed up what I was trying to teach in my AP course—that developing understanding is the first step to becoming an effective communicator.

I chose a technical writing syllabus and course curriculum as a second teaching-based unit because I know that my students need to learn how to write in a professional manner to be able to communicate in the world after high school ends. After teaching for the last decade, I have found that my students have little to no practice or education in writing to communicate professionally. Granted, most of them do not get chances to practice what professional writing skills they learn while still in high school, but I also know from personal experience that not learning the basics of technical writing until college is almost too late. In order for students to feel comfortable with technical writing in college, they must begin their technical writing education in middle and high school. To help ease the transition from high school to college or high school to the work force, I have developed a technical writing course that will offer high school students the basics of technical writing.

This project was completed for one of the last classes I have taken in this program before graduating, ENG 6470 Teaching Technical Writing with Dr. Gary Heba. Most of the revisions for this project centered on the formatting issues of the paper. I am proud of this project because it showed how much I have grown in my writing and communicating over the last two years. This project helped me learn how to effectively teach students the importance of technical and professional writing. From
creating understandable instructions, to communicating in a way that allows for maximum understanding, students need to learn not just why effective communication is important, but how communication helps to shape the world around them.

I chose my editing portfolio because it can teach students to be better writers if they understand the editing process and what goes into making a written piece go from good to great. One of the struggles I had with this piece originally was not being able to find enough professional pieces to edit, as was required. During my master’s portfolio class, however, I was given the suggestion that since this piece was no longer solely for a technical editing class, I could reshape it into an editing portfolio for education. To revise this piece, I went back through my course narrative and changed it from struggling to find professional editing pieces to overcoming that hurdle.

This project, completed for ENG 6420 Professional and Technical Editing with Dr. Gary Heba, helped me grow as an editor and a teacher of writing. I love editing, especially now that I have new tools to help me be an even better editor. Becoming a better editor has helped me become a better writer, as well as a better teacher of writing. Because I now know all of the different types and levels of editing, I can share that knowledge with my students so they can become better writers as well. Writing can be terrifying for students who have only ever received papers covered in red ink. This can lead to a reluctance or even a hatred for writing. By introducing my students to different editing techniques, they will see the “why” behind teacher remarks on their papers. They will also be able to better anticipate what teachers are looking for in essays and papers. Not to mention that if students can learn to suggest changes by supplying justification of why something might need to be changed, they will better learn their grammar and writing rules.

Because of the skills I developed and the concepts I have learned in my tenure as a grad student at BGSU, I am already a more informed and better communicator in regards to how I teach my students. I now understand why some students learn differently, and how to teach to those different
learning styles. I am also much more diplomatic and less judgmental when it comes to reading student writing. I understand that mistakes are made either out of carelessness or lack of understanding, and both of those kinds of mistakes can be remedied with the right teaching tools and more compassion. Every time I learned something new in my classes at BGSU, I would employ those techniques in my own classroom and see immediate results. My students are much less intimidated by reading, writing, and communicating. They are more willing to learn new things and incorporate what they have learned into their studies. Their writing is much more refined now because they understand that they are writing to a specific audience, and they need to communicate their ideas in that audience’s language for maximum understanding.

Before I enrolled in the master’s program at BGSU, I would never have considered myself an academic. Intelligent and well read, sure, but not someone who thrives in and lives for furthering my own education. Because of my time at BGSU, I am now considering applying for doctorate programs. This program, school, and my instructors have all reminded me of how much I love learning and encouraging others to learn. Without the support of all of those that helped me on this journey, I never would have found my path. Thank you.
“Truth and Lying in Dystopian Literature”

Throughout human history, there have been societies that operate under an all-powerful government--societies that have been conditioned to believe lies spun as truths; societies that have been brainwashed into complacency to benefit the few in power; societies that place faith in deceit and consumerism; societies that have been told that original thought and questioning authority are the reasons that there is so much strife in the world. Today’s young adult literature is filled with tales of the downtrodden rising up against oppressive governments. From books like *The Hunger Games*, *Divergent*, and *The Maze Runner* to television series like *The Handmaid’s Tale*, *The 100*, and *Man in the High Castle*, Americans are inundated with stories of mismanaged governments and civil uprisings to restore or maintain an ideal way of life.

Friedrich Nietzsche and Plato both saw limiting the truth that was presented to the public as a way of maintaining order. Plato’s *Republic* and Nietzsche’s “On Truth and Lying in the Non-Moral Sense” are two works from *The Norton Anthology of Theory and Criticism* that one can compare and contrast when likened to novels such as *1984* by George Orwell and *Brave New World* by Aldous Huxley. Plato’s ideas in his work *Republic* suggest the public should be given a set of standards to live by through removing all literary works that were considered to promote bad qualities. Nietzsche’s ideas in his work “On Truth and Lying in the Non-Moral Sense” suggest deceit is accepted as long as it does not cause harm. Both Plato’s and Nietzsche’s ideas can be found in the novels *1984* by George Orwell and *Brave New World* by Aldous Huxley. While the novels are opposites in the way their governments are run--one through fear and one through removing want--they both contain the underlying themes of total government control, the glory of consumerism, the eradication of history, and the treatment of rebellious personalities.

We see supporting evidence for both Plato and Nietzsche’s theories not just in dystopian literature, but in the real world of today. From countries that control how much power their citizens
use, to how much food those citizens are allowed to eat, to the “evil capitalists” who take all of the money and resources and leave everyone else to fend for themselves, we see George Orwell’s *1984*. United States politicians in the upcoming presidential race are more of an Aldous Huxley’s *Brave New World* by promising the American people free healthcare, free college, and some are even promising a monthly stipend for anyone of a certain age group.

However, with all the threats and promises being made to the non-powerful people of the world, the same four things discussed here hold true: we are told to not believe what we see and hear from anyone not in power; consumerism is glorified; history is being ignored or misinterpreted; and those who would oppose the government are met with hatred, violence, discreditation, and death.

**Because I Said So:**

In *1984*, the world is divided into three territories--Oceania, Eastasia, and Eurasia. Winston Smith is an employee in the Ministry of Truth in the territory of Oceania. His job is to take past news articles that may not reflect the current truth of the territory and change them to fit the current narrative. Because of Big Brother’s changing of the narrative, there is no history that has not been altered. Winston is not even sure that it is the year 1984 because the past changes so frequently. Oceania is perpetually at war with either Eastasia or Eurasia and allies with the territory that are not at war with. The enemy changes from Eastasia to Eurasia and back again every few years with no explanation, including why Oceania is at war to begin with. Winston’s job is to make sure that the public only sees what they are told to see regarding that war, and he also makes changes to reports that would suggest that the production of goods or the state of the territory is less than desirable. For instance, in the book, a report states that the chocolate rations for the week are being lowered from 30 grams to 20 grams. The “fixed” news report that is told to the masses is to celebrate the chocolate rations going up to 20 grams. Winston sees that this is an outright lie, since he knows that 20 grams is 10 grams less than what it was the week before, but since all media regarding the chocolate rations has
been altered to reflect the new change in a positive light, he has no proof of this fact. He cannot contest the information; for doing so would get him arrested by the Thought Police as a traitor, and he would be eliminated from the pages of history, labelled as an “unperson.” Nietzsche says, “...the liar uses the valid tokens of designation--words--to make the unreal appear real...” (766). Winston is absolutely correct that his government is blatantly lying to the people to keep them happy simply by rephrasing the facts. When all stories containing supporting evidence to the contrary of what the government wants the public to believe are deleted, there is no way to prove anything that had happened previously. This leads to a public who knows the information is incorrect to justify their confusion by thinking they are the ones who are mistaken, not the government.

In Plato’s Republic, Socrates and Adeimantus are discussing how literature should be distributed for public consumption. Socrates decides that any written work that makes the gods seem anything less than perfect should not be distributed to the masses. He claims that the gods are there to be examples of pure goodness, and could never be depicted as ugly or ordinary, as tricksters or deceitful, as lustful or vengeful. They can only be depicted as the epitome of purity. Plato also wanted to change or delete anything that shows man not trying to be as pure as the gods, for that would set a bad example to those who admire these men. In 1984, any report or news release is adjusted to only reflect how wonderful Big Brother is, how much Big Brother provides for the public, and how strong Oceania is in battle. In Republic, Socrates and Adeimantus agree that “…it’s the job of the rulers of our community: they can lie for the good of the community, when either an external or an internal threat makes it necessary” (55). Both 1984 and Republic subscribe to the notion that the public is happier and more productive when they are given information that makes them believe that everything is good and as it should be. It’s the underlying principal of “Ignorance is bliss.”
All You Will Ever Need:

In Brave New World, the population of the civilized world is strictly controlled by the government. There are no unwanted pregnancies (because all babies are conceived in factories); most diseases have been eradicated; and everyone has a place. The masses are content with their social castes, mostly because they are conditioned from conception to never desire anything outside of their castes, but also because of the social conditioning they receive once they are adults. There is no desire for anything “better” because everything is “perfect”. Every citizen is provided for and has unlimited access to any commodity they could ever desire. It also doesn’t hurt that a drug called soma is distributed freely. This drug, taken in small to large doses, can cure any unhappy or unwanted thoughts that may enter a person’s mind. By distributing this drug to the masses, the government is assured that everyone is complacent and would never desire any kind of uprising. “A gramme is better than a damn” (Huxley 2006). One of the main characters in this novel is Bernard Marx. He is a member of one of the top castes, but is slightly shorter than all the other men in his caste. In the novel, the rumor mill is that Bernard had a dose of alcohol introduced into his embryonic fluid by mistake, which caused a defect in his height development. Because of this defect, he is self-conscious of his height and prone to seeing things in a slightly negative light. Both the self-consciousness and the negative point of view are considered highly unusual and undesirable traits in this society. He begins to see the hypnopaedic phrases that everyone repeats as just a way to keep the masses controlled, and he starts to question the whole society.

In “Truth and Lying”, Nietzsche proposes the notion that people accept--and even prefer--deceit as long as it does not affect them negatively. He says, “Truth, too, is only desired by human beings in a very limited sense. They desire the pleasant, life-preserving consequences of the truth; they are indifferent to pure knowledge if it has no consequences, but are actually hostile towards truths which may be harmful or destructive” (Norton 766). This circles back to the “Ignorance is bliss” that humans
tend to prefer over the cold, hard truth of reality. Almost every person in this society is content with their way of life, except Bernard, who is constantly questioning authority and rarely enjoys any of the pleasures afforded to him. Both *Brave New World* and “Truth and Lying” claim the fact that the deceit is harmless, and people are uninterested in ever doing anything that would cause unhappiness.

The concept of consumerism in *1984* is that while Winston knows that there is never enough food, never clothes that are not worn thin, never dwellings that do not need repairs, never enough tobacco, never any drink other than synthetic gin, and never enough consumables like razors, Oceania has the public believing that there are surpluses in all of these areas. No one needs anything more, even though there is barely enough to eat, and what there is to eat is rarely satisfying. In Oceania, there were often fights amongst the proles (proletariats, or society’s outcasts) when it came to goods being sold. A vendor would label an item as “limited quantity” and suddenly everyone had to have that item. The government controlled this by reading stories over the news that would say something was in limited quantity, driving up the sales and market for that item. The government would typically either withhold more of that item or purposefully not produce enough, simply so the demand for that item would go up, ensuring that the public would always think that they were getting something over someone else.

The people are content with “making do” because they are told that all the excess resources are being diverted to the warfront to ensure victory in battle. Everyone has a job that provides all the necessary items for a suitable life, so they never need to desire anything more. In *Republic*, Socrates states that, “...we can also agree that a good man is preeminently capable of providing for himself with a good life entirely from his own resources, and is absolutely the last person to need anyone or anything else” (53). This statement not only pertains to the people not complaining of not having enough, but it also pertains to the way the government has done away with any desire for human connection.
In 1984, sexual desire is frowned upon. Couples who marry do so only to conceive children as “duty to the Party” instead of attraction. The novel makes the point of saying that if Big Brother even had an inkling that there might be attraction between two people who requested to marry, they were denied their marriage application. Sex relaxed a person and could possible lead to jealousy, anger, and other undesirable emotions in a place where the only emotions you should have are elation over how well Oceania was doing in the war, and hate for the territory Oceania was at war with and any kind of dissention. As Plato states, “And aren’t the most important aspects of self-discipline, at least for general rank and file, obedience to those in authority and establishing one’s authority over the pleasures of drink, sex, and food?” (55). By encouraging the public to have no sexual or loving desire, no needs for overconsumption of food and beverages, they are telling the public that they are in control of their lives and they should be proud of that control. Because the public has been conditioned to believe every word their government is telling them, they fall in line and pat themselves on the backs for not giving in to their base desires.

In *Brave New World*, it is the exact opposite. The people are conditioned to throw out anything that is worn out in the slightest and to purchase new: “Why mend when you can spend?” (Huxley 2006). There is a surplus of any item desired. Food, medicine, clothing, sex, and other goods are all readily available for the consumption of the public. No one knows of or even understands the concept of “not enough.” Sex with multiple partners is encouraged, and the idea of forming an intimate bond with someone is a ridiculous notion. There are no family units; the terms “mother” and “father” are considered “dirty.” Everyone is supposed to do their jobs and then have fun. Since there are no intimate bonds formed, and all goods are readily available, there are no reasons for emotions like jealousy, anger, and possessiveness. These emotions are considered undesirable and are typically cured by a dose of *soma*. Nietzsche states, “…in short only because a man forgets himself as a subject, and indeed as an *artistically creative* subject, does he live with some degree of peace, security, and consistency…”
The idea being that if a person has everything they could want, including drugs that simulate contentment, there is no danger of a person trying to start an uprising against the government. Unlike the society of 1984, the society of Brave New World employs a kinder approach to its citizen control. Orwell’s society keeps its citizens from rebelling by giving them just enough to survive. Huxley’s society keeps its citizens from rebelling by giving them more than they could ever hope to consume. Orwell’s is a world of wanting, where Huxley’s is a world of having more than enough. Both techniques use consumerism to keep the public from realizing that they have no control over anything whatsoever.

**History Does Not Repeat Itself:**

In both novels, history has essentially been eradicated. In 1984, history has been eliminated through constant changing to fit Big Brother’s narrative. It has been changed so much, in fact, that Winston is not even sure that it is the year that he is told to put on everything. The only holiday is a celebration called “Hate Week” where the entire territory celebrates how much they hate the opposition and dissenters. Holidays like Christmas no longer exist, and are not even remembered as ever existing. Big Brother says, “Who controls the past, controls the future; who controls the present controls the past” (Orwell 2017). The history has been rewritten to show that Big Brother has always existed, even though Winston is sure he remembers a time as a child when there was no Big Brother. History books admit that Big Brother took over when “evil capitalism” fell. Capitalism is defined in the history books as a few greedy, crooked, rich men taking everything for themselves and leaving the rest of the population to starve and be miserable. Towards the end of the novel, Winston’s own personal history of emotions is erased through reconditioning after he is caught acting in a treasonous manner. He is seen as courageous by his government when he is finally tortured to the point of giving up any information he has on any other dissenters.

In Republic, Socrates and his friend decide to only use stories of courage in battle to show men how to be courageous. They eliminate stories that tell of ghosts and other similar entities that might
cause a man to be fearful, and stories of men grieving the loss of a friend or family member, as that might cause them to feel less than adequate and value things other than courage in the face of death. Socrates says, “...the gods really have no use for falsehood, although it can serve as a type of medicine for us humans” (Norton 55). It is much better to say that the chocolate rations have gone up instead of saying that they have actually decreased. No one likes to have things taken away. This quote can be applied to Big Brother constantly changing history to show how much they care for their citizens. Big Brother changes things because history can show how ugly things used to be and the great strides the territory has made to create a better world for its citizens. Without the magnanimous Big Brother telling the public what to feel and what is happening, the public might start to use their emotions to create a new narrative, one that paints the territory in a not-so great light.

*Brave New World* shows history being eradicated in a different way, more closely related to Socrates’ approach. Since the citizens are content with every aspect of their lives, they have no need for things like history. The Director makes a point of showing books by Shakespeare and others to John Savage, who is very familiar with Shakespeare, to prove his point about the uselessness of documents with historical values. He claims that no one cares about archaic literature and could not read ancient texts even if they wanted to. John is horrified by this information and questions why anyone would want to be rid of things that inspire hope, art, and beauty. The Director explains that all of those feelings were conditioned out of everyone from conception. The hypnopaedic messages for each caste condition the desire for nature and art out of the people; in fact, the messages condition a fear of those things into the people. This is what Plato was saying about the way messages being given to the public can alter how the public views their world. By telling the masses how to think and feel, the entity in power can control desired and undesired behaviors. Like Pavlov and his experiments, the society in Huxley’s novel uses a reward system to encourage behavior they deem correct and a fear of banishment and difference to discourage bad behaviors.
Rebel Rebel:

Both novels have main characters who know there is something inherently wrong about their governments, and the characters go against their governments, societies, and even their conditioning to try to right those wrongs. In 1984, Winston Smith and his continuing thoughts that the world used to be better exist only in his memories. He has no way of getting enough support to stage a coup, and when he does find like-minded others, he has no way of knowing or trusting that they have the same goals he does. He lives in a world where everyone turns on everyone for even looking like they might be thinking of something that goes against the government, and when he does trust other people who seem to be on his side, he is betrayed. The public is under constant surveillance, either through two-way televisions or other people, who are commended for turning in someone who goes against Big Brother in any way. Children are conscripted into a group called the Spies, where they are taught to turn in anyone and everyone who might have a thought against Big Brother, including their own family members, much like the Reich encouraged children to turn in family members who said or did anything against the Nazi Party. There is no loyalty in Oceania, except loyalty to Big Brother. Nietzsche says, “They are deeply immersed in illusions and dream-images; their eyes merely glide across the surface of things and see ‘forms’; nowhere does their perception lead into truth...” (Norton 765). This is how Nietzsche saw humans who put vanity in front of reality. The citizens of Orwell’s world have been conditioned to only see and hear Big Brother, and anything that goes against what Big Brother tells them they should see or hear should be found out and taken care of. Individualism is not a thing; everyone exists to help Oceania as a whole. To think only of oneself is a sin that requires reconditioning.

In Brave New World, the dissenters are from different types of communities. Bernard Marx lives in the civilized community and is unsure why he is unhappy with nearly every aspect of life, but knows that he is. John Savage grew up as an outsider on the savage reservation because he was not “savage” enough, but he is too “savage” to fit in with the civilized community. Both characters have spent their
whole lives attempting to fit in their respective communities, and both characters have spent their whole lives being rejected in those communities. Bernard’s insistence on questioning the way things are done earns him the honor of being cast out of the more civilized community to a more remote community where he can join others who share his thoughts against the powers that be. John’s insistence on not being denied art, beauty, and a love of nature and familial bonds leads him to separate himself from both of the communities he tried to fit into, and eventually leads to his demise.

**The Takeaway:**

The outcast characters in both novels are unhappy because they--for whatever reason--cannot be conditioned into following the masses. They each fight, in their own way, the effects of consumerism. They all question the authority figures who strive for total control. They all refuse to follow blindly what they are told as absolute truths, and all have a problem with the continuous deception of the masses.

Plato and Nietzsche were at odds with each other over the concept of deception. To Plato, the withholding of information as a way to steer his community into “goodness”. Plato sees how humans could thrive if they are only given information that promotes the preferred god-like qualities they should all strive for. Nietzsche sees deception as ever-present and thinks humans are happier when they are being lied to. He sees the deception and knows there is nothing to be done about it, and he sees how only the most manipulative of people seem to have the required personalities to perform the art of deception well.

The countries that we as Americans have been taught to be wary of throughout history are controlling their citizens the way Oceania and Big Brother do in *1984*, and even our own country has exhibited some less than ideal behaviors from our current politicians. With leaders who support corruption, deception, and violence towards those who may look, worship, love, and think differently than our leaders do, dystopian literature is no longer a welcome reprieve into a fictional tale of worlds
that are so much worse off than our own. We are fast approaching dystopian literature becoming more non-fiction and the worlds contained within this genre are starting to seem much less far-fetched.
Works Cited


“Call For Papers” selected research paper—The Future is Unwritten: Representations of Political Resistance and Emancipation in Science Fiction. This paper was used only in the manner of gathering ideas for our own pieces. As part of this assignment, we had to choose a paper to model our own after.
I Put the “AP” in Happy

Introduction:

For my major project in ENG 6200 Teaching of Writing, I have chosen to create a syllabus and course schedule for the position of AP English Language and Composition teacher at Southaven High School in Southaven, Mississippi. My goal is to teach AP level or gifted English Language Arts, and I think having a rigorous and established course plan would help my chances of being hired into one of those positions. The purpose of this syllabus is to promote the critical thinking and communication skills of students using non-fiction texts, unit-specific images, grammar reviews, and AP test practice exercises.

My course will act as a semester, 18-week, course. This is in keeping with the block schedule for core classes that is currently offered at my school. The benefit of this schedule and level of the course is that it can be easily converted into a junior college, first-year composition course. It can also be converted into a full year course with some minor alterations. I will use this proposal to discuss some of the research questions I currently have in regards to teaching an AP composition course, some of the methods and assignments I will use to teach the course, a work schedule and draft timeline, and the need for a well-structured AP course for first time AP English Language and Composition teachers.

Rationale:

Teaching gifted/AP/dual credit students is something that I have always wanted to do. I was a gifted student and it helped form the person that I am today. Before attending public school, I was a private school child. I was ridiculed for my intelligence and work ethic. When I switched to public school, that all changed. Gone were the days of relentless torment. I was almost culture-shocked by how accepting students were of the “smart” kids. I was given the opportunity to take gifted classes in English, sciences, and histories, and in these classes I discovered students with like minds. It was wonderfully freeing, and I embraced my renewed love of education.
Because of the experience I had as an academically inclined student, I wanted other students to be given the chance to rediscover their love of learning. This was the driving force behind the construction and organization of my class and lessons. I followed the textbook that my school district uses for AP English coursework, but I was selective in which readings would be done, which activities would be done, and how the students might react to the course load.

AP English Language and Composition requires that students be able to read a nonfiction text, analyze the text, and be able to write argumentative reflections about the text. As one of the AP teachers told me, “This class is more about rhetoric than literature. The students are being taught to read, analyze, and respond argumentatively, unlike AP English Literature and Composition where they are taught to read, analyze, and respond figuratively.”

The textbooks our Teaching of Writing class used this semester each had chapters that explained how to teach and analyze rhetorical reading and writing. In *Writing About Writing* by Elizabeth Wardle and Doug Downs, chapter four discusses how meaning is constructed in context. The opening of the chapter on page 447 has a bullet list that explains rhetorical theory in regards to writing:

- “how writers, text, readers, and contexts interact
- how writer come up with what to say
- how texts construct knowledge
- how people make up their minds, and change them” (Downs 447)

This chapter was helpful in explaining to me, the teacher of AP Language and Composition, the importance of teaching rhetoric. As Wardle and Downs said, “Here we take up most directly the **threshold concepts** that *writing helps people make meaning and get things done*, that “good” *writing is dependent on writers, readers, situation, technology, and use*, and therefore that *there are always constraints on writing.*” This applies directly to the format of the AP textbook where it teaches students through different argumentative texts how there are different sides to specific issues. It is also the
reason I organized the course in the way that I did; I wanted “like” concepts to be discussed together. On page 450, Wardle and Downs have a section that discusses “how people communicate and make meaning.” I want my students to be able to read something and decipher how well it is written, what the argument is, and how well researched the argument is.

- Meaning depends on context.
- Meaning-making is purposeful and motivated.
- Readers and writers interact to make meaning.
- Readers and writers interact to actually make new knowledge.
- Rhetorical interaction is embodied and material.
- Rhetoric is shaped by technology.
- Good writing and communication are contingent on situation, not universal.

This list was especially helpful, because it gives me a physical, condensed way to show my students exactly what they are working towards and how their knowledge will help them in the future. If they can learn and utilize the skills associated with this list, they will be able to formulate well-constructed arguments, be less likely to fall for misinformation, and possibly help others understand the dangers of misinformation.

*Writer/Designer* by Cheryl E. Ball, Jennifer Sheppard, and Kristin L. Arola had a great chapter on rhetorical analysis and multimodal learning. Because their text includes figures and side notes to further help understanding of the concept, I can see me including their information in my own lessons. Chapter 2 is about how rhetoric works in regards to multimodality. Teaching my AP students how to analyze different modes of argumentation is vital to them more fully understanding rhetoric and argumentation. *Writer/Designer* is useful because I can use what the authors wrote about audience, purpose, and context to teach my AP students how to better research in-class readings as well as their
own writings. By learning how to use these three aspects of rhetorical analysis, students will be able to “guess, hypothesize, or even create a theory about how a text works and why.” (Writer/Designer 36).

In *A Guide to Composition Pedagogies*, David Fleming wrote a chapter titled “Rhetoric and Argumentation”. In this chapter, he discusses what argumentation is, the classical uses of rhetoric, and how rhetoric has evolved. One of the most useful things I found in this chapter was the *Chreia* exercise on page 254. In this exercise, students are shown the different ways to develop an argument. I love the quote by Dr. Martin Luther King, Jr. they use in the textbook: “Men hate each other because they fear each other; they fear each other because they don’t know each other; they don’t know each other because they can’t communicate with each other; and they can’t communicate with each other because they are separated from each other.” (Fleming 254) I have used this quote as part of my debate class before and it was received well by my students. The exercise that followed the quote is an assignment where the students have to write an essay using specific aspects of the quote in different ways. I love this exercise because it fulfills all of the different aspects that AP English Language and Composition requires: critical reading, analyzing, research, and argumentation.

One of my favorite assignments to give to any class is a class reading and discussion of Jonathan Swift’s *A Modest Proposal*. Students see that they have to read something written in the 1700s and immediately groan and complain...until we start reading. The complaining immediately turns to shock and horror as we read Swift’s plans to simultaneously resolve the overpopulation and starvation issues plaguing Ireland. Once they realize the piece is satirical, they get really into the reading. Swift’s piece is great way to introduce satire because, as horrible as Swift’s ideas are, the math adds up. I think the realization that Swift is being satirical, but he’s not entirely incorrect, is what makes this reading the most fun for them. They are allowed to let some of their darker thoughts come through (in a controlled manner).
Conclusion:

After all of the research I did to finally feel secure in a project topic, I realized that all of our course texts had something I could use to support my course. Because of the information covered in all three of our course texts, I feel like I am more prepared to teach an AP English Language and Composition class than I was before this project got underway. I understand the reasoning behind the AP course and why it is a skill that students need to learn and master. Most of the readings I selected to read with the students were ones that I knew would have an impact on them, but some I chose because they are wonderful writers, like Sherman Alexie, David Sedaris (a personal favorite), and Stephen Pinker. I tried to select readings that would be relevant to the students’ lives, readings that would leave a lasting impression on these young minds and, hopefully, lead them to affect a positive change on the world around them.
I. Course Description
This advanced placement course is designed to prepare students for the rigorous reading and writing associated with college-level coursework. In this course, students will expand their understanding of different types of writing, and rhetorical and critical thinking, as well as develop more advanced literacy and composition skills while learning the different types of argumentation.

Required Course Texts and Materials:
- Textbook: The Language of Composition: Reading, Writing, Rhetoric by Renee Shea, Lawrence Scanlon, and Robin Dissin Aufses
- Reading List choices
- Black ink pen/pencil
- Colored ink pen (for editing ONLY)
- Thumb drive for portfolio

II. Course Objectives
This course is intended to be a full semester (18 week) course. Upon completion of this course, students will receive one (1) English credit to be applied towards the total required credits needed for high school graduation. To successfully complete this course, students will be able to:
- Analyze and interpret samples of purposeful writing, identifying and explaining an author’s use of rhetorical strategies.
- Analyze images and other multimodal texts for rhetorical features.
- Use effective rhetorical strategies and techniques when composing.
- Write for a variety of purposes.
- Respond to different writing tasks according to their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for writing.
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Evaluate and incorporate sources into researched arguments.
- Demonstrate understanding of the conventions of citing primary and secondary sources.
- Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.
- Converse and write reflectively about personal processes of composition.
- Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.
- Revise a work to make it suitable for a different audience.

Source: © 2014 The College Board. Visit the College Board at www.collegeboard.com
Students will be assigned mandatory readings in a variety of genres. The purpose of the readings is to develop critical thinking skills in the student by having them analyze the different rhetorical devices used within the text. Our reading selections cover multiple disciplines, cultures, and varying usefulness. The readings will include controversial textual content, general and topical readings, trade books, extended texts, speeches, essays, popular culture texts, and imaginative literature. Students will be given a list of readings satisfying these requirements to choose their desired texts for further study.

III. Grading Outline
To officially pass AP English Language and Composition, as final student average of 65% or higher is required. Students will complete a variety of assignments to be graded to fulfill the course work requirements. These assignments will include but are not limited to assigned readings, written discussions, writing assignments ranging from 1-7 pages, and collaborative work.

Over the course of the semester, students will compose and edit different compositions to add to their end of semester portfolio project. The purpose of the portfolio is to prepare the student for writing assignments given at the college level. Students will be required to have both a physical and an electronic portfolio.

In preparation for the AP English Language and Composition Exam, the students will take practice exams, which include a free-response portion (synthesis, analysis, argument) that lasts 2 hours and 15 minutes, and a multiple-choice portion that lasts 1 hour. The multiple-choice portion tests the students’ comprehension, inference, and language skills. To practice throughout the semester, the students will spend the last 20 minutes of class each day reading a passage and answering AP exam-style questions about that passage. This end-of-class work will be their daily grade.

Grading Scale:
A  90-100
B  80-89
C  70-79
D  65-69
F  64 and below

Category weights are as follows:

Daily Grades/Homework: 30%
Short Essays/Works Cited/Quizzes: 30%
Major Papers/Tests: 20%
Final Project: 20%

Parents and students can access their grades at any time, and it is recommended to check frequently. If you have forgotten or never received a username and password, please contact your child’s guidance counselor.

IV. Major Assignments
a. Mid-Term Paper: This paper will be a book review of a book that you will choose from a pre-populated list. The paper will be in the format of a book review, which will cover all necessary themes of your chosen book. I will provide instructions and a
rubric for this paper when books are officially chosen. If you would like to read a book not on the list, we can discuss it and determine if it fulfills the requirements for reading in this course.

b. Final Argumentative Paper: For this paper, you will choose a research topic from a pre-populated list. The paper will be a research-style paper, must include a list of reputable sources, and fulfill AP argumentative writing standards. I will provide information and a rubric for this paper when topics are chosen.

V. AP Exam
a. Multiple Choice: The first section of the AP Exam is a multiple-choice test. The multiple-choice exam will consist of 4 passages of various topics and 52-55 questions covering those passages. You will have 1 hour to complete this section. This section is worth 45% of your total exam score.

b. Free-Write: This section of the test consists of three writing prompts—synthesis, rhetorical analysis, and argument. You will have 2 hours and 15 minutes to complete this section, which includes the 15-minute reading period. This section of the exam is worth 55% of your total exam score.
   i. Synthesis: Students read several texts about a topic and create an argument that synthesizes at least three of the sources to support their thesis.
   ii. Rhetorical analysis: Students read a non-fiction text and analyze how the writer's language choices contribute to his or her purpose and intended meaning for the text.
   iii. Argument: Students create an evidence-based argument that responds to a given topic.

VI. Expectations
All students will achieve the following skills in 11th grade AP English
Powerfully Prepared for College and Career (by)
   Demonstrating proficiency in English by passing the PSAT
   Taking and passing practice SAT exams
   Researching, developing and writing a report on a current controversial topic
   Writing a personal statement for college applications
   Preparing, writing, and presenting a lesson plan about a topic

Responsible Citizen (by):
   Maintaining organization of English papers and assignments
   Coming prepared to class to positively participate in class discussions
   Attending class every day it is in session

Independent Critical Thinker (by)
   Determined Lifelong Learner (by)
   Being intrinsically motivated to improve their vocabulary.
   Taking an active role in supporting the voting process.

Excellent Communicator (by)
   Creating a written report to argue for or against a controversial health topic
   Demonstrating knowledge of correct English conventions when writing.
   Writing to inform, persuade, or explain using advanced sentence structures and rhetorical devices.
   Using various media and computer programs to enhance presentations and discussions.
VII. Absence and Makeup Policies
Desoto County Schools absence and makeup policies are stated in the school handbook, which can be found online.
Absence Policy:  

Makeup Policy:  

VIII. Standards and Objectives
Mississippi State Department of Education Standards for AP English Language and Composition can be found here:  
https://www.mdek12.org/secondaryeducation/advancedplacement

Mississippi State Department of Education Standards for High School ELA courses can be found here:  
IX. Weekly Course Schedule

a. Week 1—“Introduction to Class”
   i. Monday: Class Syllabus; Rhetoric Toolkit; How AP Courses Work
   ii. Tuesday: AP Pre-Assessment (Multiple Choice)
   iii. Wednesday: AP Pre-Assessment (Synthesis Prompt)
   iv. Thursday: AP Pre-Assessment (Rhetorical Analysis Prompt)
   v. Friday: AP Pre-Assessment (Argument Prompt)
   **Due: Mid-Term Books Chosen**

b. Week 2—Unit 1 “The Rhetorical Situation” Chapter 1
   i. In-Class Readings: “The Rhetorical Situation”, pg. 2; “Appeals to Ethos, Logos, and Pathos”, pg. 7; “Rhetorical Analysis of Visual Texts”, pg. 21; “Determining Effective and Ineffective Rhetoric”, pg. 23
   ii. Chapter Activities: “Understanding Civil Discourse”, pg. 2; “Analyzing a Rhetorical Situation”, pg. 4; “Establishing Ethos”, pg. 10; “Appealing to Ethos, Logos, and Pathos”, pg. 20
   iii. Group: Group Collaboration on Multiple Choice Practice Exam; Culminating Activity “Man Takes First Steps on the Moon”, pg. 30
   **Due: Staking a Claim pg. 94**

c. Week 3—Unit 1 “The Rhetorical Situation” Chapter 2
   i. In-Class Readings: “Analyzing Style”, pg. 40; “Talking with the Text”, pg. 44; “Writing a Close Analysis Essay”, pg. 58; “Close Reading a Visual Text”, pg. 65
   iii. Group: Group Collaboration on past Synthesis prompts; Culminating Activity “Kennedy’s Inauguration”, pg. 69
   iv. Writing: 2019 AP Rhetorical Analysis Essay Prompt (printed)
   **Due: Developing a Thesis pg. 97**

d. Week 4—Unit 1 “The Rhetorical Situation” Chapters 3 & 4
   iii. Group: Group Collaboration on past Rhetorical Analysis prompts; Culminating Activity “Opposing Obama Views”, pg. 137
   iv. Writing: 2019 AP Argument Essay Prompt (printed)
   **Due: Using Evidence pg. 111**
Week 5—Unit 2 “How I Learn” Chapters 5, 6, and 12

i. Major Readings: Chapter 5, Francine Prose I Know Why the Caged Bird Cannot Read, pg. 176; Chapter 6, Martin Luther King, Jr. Letter from Birmingham Jail, pg. 280; Chapter 12, Rachel Carson Silent Spring, pg. 888


iv. Grammar: Appositives, pg. 269

v. Writing: Synthesis “Incorporating Sources into a Revision”, pg. 380

Due: Shaping an Argument pg. 119

Week 6—Unit 2 “How I Learn” Chapters 5, 6, and 12

i. Major Readings: Chapter 5, Sherman Alexie Superman and Me, pg. 215; David Sedaris Me Talk Pretty One Day, pg. 218; Chapter 6, Richard Rodriguez Aria: A Memoir of a Bilingual Childhood, pg. 303; Scott Brown Facebook Friendonomics, pg. 342; Malcolm Gladwell Small Change: Why the Revolution Will Not Be Tweeted, pg. 344; Chapter 12, Lewis Thomas Natural Men, pg. 915; Bill McKibben The End of Nature, pg. 915; Terry Tempest Williams The Clan of One-Breasted Women, pg. 927

ii. In-Class Readings: “The Liberal Arts in the Age of Info-Glut”, pg. 251; “Let Teenagers Try Adulthood”, pg. 254; “Stop the Madness”, pg. 257; “Shanghai Schools’ Approach Pushes Students to Top of Tests”, pg. 263

iii. In-Class Writing Activity: Pick a Prompt pg. 276-278; pg. 391-392; pg. 1001-1003

iv. Grammar: Parallel Structures, pg. 384

v. Writing: Visual Rhetoric “Analyzing a Photo Essay”, pg. 998

Due: Using Visual Evidence pg. 137

Week 7—Unit 2 “How I Learn” Chapters 5, 6, and 12

i. “Making Connections” pg. 378-379; pg. 266; pg. 986-987

ii. “Entering the Conversation” pg. 379; pg. 266-267; 987

iii. Group Collaboration on past Argumentative prompts

iv. Grammar: Cumulative, Periodic, and Inverted Sentences, pg. 991

v. Writing: Argument “Using Personal Experience as Evidence”, pg. 267

Due: Rough Draft

Week 8—Unit 2 “How I Learn” Chapters 5, 6, and 12

i. Monday: Multiple Choice Practice Test

ii. Tuesday: Synthesis Writing Prompt Practice Test

iii. Wednesday: Rhetorical Analysis Writing Prompt Practice Test

iv. Thursday: Argument Writing Prompt Practice Test
v. Friday: Resume Writing Activity
vi. Due Sunday Night: Mid-Term Paper

i. Week 9—“Politics in Sports”
   i. Major Readings: “Politics in Sports: Does Politics Have a Place in Sports?”; pro/con articles; primary sources; court cases; media; infographics; editorials; news (printed)
   ii. In-Class Readings: Rhetorical Precis and Socratic Seminar handbook (printed)
   iii. Group: Socratic Seminar
   iv. Grammar: Rhetorical Precis Activity
   v. Writing: Argumentative Essay based on Socratic Seminar topic
   Due: Research Topics

j. Week 10—Unit 3 “How I Understand” Chapters 10, 7, and 13
   i. Major Readings: Chapter 10, Amy Tan Mother Tongue pg. 700; Chapter 7, Barbara Ehrenreich Serving in Florida pg. 394; Chapter 13, Jamaica Kincaid On Seeing England for the First Time pg. 1006
   iv. Grammar: Concise Diction pg. 781
   v. Writing: Synthesis “Responding to a Quotation” pg. 1119
   Due: Staking a Claim pg. 94

k. Week 11—Unit 3 “How I Understand” Chapters 10, 7, and 13
   i. Major Readings: Chapter 10, Gloria Anzaldua How to Tame a Wild Tongue, pg. 725; Charles Krauthammer In Plain English: Let’s Make It Official, pg. 742; Steven Pinker Words Don’t Mean What They Mean, pg. 745; Chapter 7, Booker T. Washington The Atlanta Exposition Address, pg. 417; Matthew B. Crawford The Case for Working with Your Hands, 449; Fareed Zakaria How to Restore the American Dream, pg. 460; Chapter 13, Abraham Lincoln The Gettysburg Address, pg. 1035; Chris Hedges The Destruction of Culture, pg. 1041; Laura Blumenfeld The Apology: Letters From a Terrorist, pg. 1048
   iii. Writing Activity: Pick a Prompt: pg. 785, pg. 512, pg. 1130
   iv. Grammar: Short Simple Sentences and Fragments
   v. Writing: Rhetorical Analysis “Analyzing a Prose Passage”
   Due Sunday Night: Classic Essay Analysis; Developing a Thesis pg. 97

l. Week 12—Unit 3 “How I Understand” Chapters 10, 7, and 13
   i. “Making Connections”: pg. 777-778; pg. 500; pg. 986-987
ii. “Entering the Conversation”: pg. 778-779; pg. 500-501; pg. 987
iii. Group: Final Paper research
iv. Grammar: Subordination in the Complex Sentence, pg. 1124
v. Writing: Argument “Narrative: Reflecting on Personal Experience”, pg. 779
   Due: Using Evidence pg. 111

m. Week 13—Unit 3 “How I Understand” Chapters 10, 7, and 13
   i. Monday: Multiple Choice Practice Test
   ii. Tuesday: Synthesis Writing Prompt Practice Test
   iii. Wednesday: Rhetorical Analysis Writing Prompt Practice Test
   iv. Thursday: Argument Writing Prompt Practice Test
   v. Friday: Obituaries and Letters of Recommendation Writing Activities
   Due: Shaping an Argument pg. 119

n. Week 14—Unit 4 “How I Relate” Chapters 8, 9, and 11
   i. Major Readings: Chapter 8, Stephen Jay Gould Women’s Brains, pg. 518; Chapter 9, Gay Talese The Silent Season of a Hero, pg. 592; Chapter 11, James McBride Hip Hop Planet, pg. 788
   iv. Grammar: Pronouns, pg. 583
   v. Writing: Argument “Supporting an Assertion”, pg. 580
   Due: Using Visual Evidence pg. 137

o. Week 15—Unit 4 “How I Relate” Chapters 8, 9, and 11
   i. Major Readings: Chapter 8, Judy Brady I Want a Wife, pg. 539; Judith Ortiz Cofer The Myth of the Latin Woman: I Just Met a Girl, pg. 546; Deborah Tannen There Is No Unmarked Woman, pg. 552; Chapter 9, Theodore Roosevelt The Proper Place for Sports, pg. 617; Malcolm Gladwell Offensive Play: How Different are Dogfighting and Football?, pg. 643; Rick Reilly Why I Love My Job, pg. 658; Chapter 11, Scott McCloud Show and Tell, pg. 805; Daniel Harris Celebrity Bodies, pg. 838; Chuck Klosterman My Zombie, Myself: Why Modern Life Feels Rather Undead, pg. 846
   iii. Writing Activity: Pick a Prompt, pg. 588-590; pg. 696-697; pg. 884-885
   iv. Grammar: Direct, Precise, and Active Verbs, pg. 691
   v. Writing: Rhetorical Analysis “Comparing Strategies”, pg. 686
   Due: Bibliography Cards
p.  Week 16—Unit 4 “How I Relate” Chapters 8, 9, and 11
   i.  “Making Connections”: pg. 579-580; pg. 684-685; pg. 874
   ii. “Entering the Conversation”: pg. 580; pg. 685-686; pg. 874-875
   iii. In-Class Readings: Jonathan Swift “A Modest Proposal”, pg. 404
   iv.  Grammar: Modifiers, pg. 878
   v.   Writing: Rhetorical Analysis “Analyzing Satire”, pg. 875
        Due Sunday Night: Rough Draft

q.  Week 17—Unit 4 “Standardized High School Exams”
   i.  Major Readings: “Standardized High School Exit Exams: Should All U.S. states
       require high school students to pass standardized exit exams to graduate?”;
       pro/con articles; media; editorials; news. (printed)
   ii.  Group: Socratic Seminar
   iii. Group: Student rough drafts peer editing
        Due: Classic Essay Analysis

r.  Week 18—Final
   i.  Monday: Multiple Choice Final Test
   ii. Tuesday: Synthesis Final Test
   iii. Wednesday: Rhetorical Analysis Final Test
   iv.  Thursday: Argument Final Test
   v.   Friday: Final Paper Due
Southaven High School
Lesson Plan

Subject: AP English Language and Composition

Date: Week 1

Students will engage in: Introduction to Course

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<td>“How AP courses work” Go over course syllabus Rhetoric Toolkit</td>
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<td>Tuesday:</td>
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<td>Reading:</td>
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**Weekend Homework Given:** Choose book to read for mid-term paper

**Question of the Week:** How do you think this class will prepare you for college coursework and/or your desired career?
Southaven High School
Lesson Plan

Teacher: Coffman
School: SHS

Subject: AP English Language and Composition

Date: Week 2

Students will engage in: Unit 1—“The Rhetorical Situation”

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<td>-SOAPSTone</td>
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<td>Tuesday:</td>
<td>Appeals to Ethos, Logos, and Pathos (pgs. 7-20)</td>
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<td>-Ethos</td>
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<td>Wednesday:</td>
<td>Rhetorical Analysis of Visual Texts/Determining Effective and Ineffective Rhetoric (pgs. 21-35)</td>
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<td></td>
<td>-Readings and Activities</td>
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<td>Thursday:</td>
<td>AP Multiple Choice Test</td>
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<td>-Whole group work</td>
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<tr>
<td>Friday:</td>
<td>Synthesis Prompt</td>
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<tr>
<td>Weekend Reading:</td>
<td>Read Chapter 2—Readings and Information</td>
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**Weekend Homework Given:** Read Chapter 2; Read chosen book

**Question of the Week:** What is Rhetoric?
Southaven High School
Lesson Plan

Teacher: Coffman
School: SHS

Subject: AP English Language and Composition

Date: Week 3

Students will engage in: Unit 1—“The Rhetorical Situation”

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- Cooperative Learning
- Technology Integration
- Student Presentation
- Whole Group
- Hands-on/Lab
- Question/Answer
- Small Group
- Discovery
- Demonstration
- Peer Tutoring
- Discussion
- Literacy Strategy
- Journaling
- Project
- Problem Solving

Standards/Objectives Met:

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<tr>
<th>Time</th>
<th>Procedures Followed</th>
<th>Materials/Text References</th>
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<tbody>
<tr>
<td>Monday:</td>
<td>Analyzing Style (pgs. 39-43)</td>
<td>- Readings and Activities</td>
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<td>Tuesday:</td>
<td>Talking with the Text (pgs. 44-56)</td>
<td>- Readings and Activities</td>
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<tr>
<td>Wednesday:</td>
<td>Writing a Close Analysis Essay (pgs. 58-63)</td>
<td>- Readings and Activities</td>
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<tr>
<td>Thursday:</td>
<td>Close Reading a Visual Text (pgs. 65-77)</td>
<td>- Readings and Activities</td>
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<tr>
<td>Friday:</td>
<td>Rhetorical Analysis Prompt</td>
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<tr>
<td>Weekend Reading:</td>
<td>Read Chapters 3 &amp; 4—Readings and Information</td>
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**Weekend Homework Given:** Read Chapters 3&4; Read chosen book.

**Question of the Week:** How do you determine your audience?
### Southaven High School
Lesson Plan

**Teacher:** Coffman

**School:** SHS

**Subject:** AP English Language and Composition

**Date:** Week 4

**Students will engage in:** Unit 1—“The Rhetorical Situation”

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**Standards/Objectives Met:**

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<tr>
<td><strong>Monday:</strong></td>
<td>What is Argument? (pgs. 81-85) -Readings and Activities</td>
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<tr>
<td><strong>Tuesday:</strong></td>
<td>Staking a Claim (pgs. 85-97) -Readings and Activities</td>
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<tr>
<td><strong>Wednesday:</strong></td>
<td>Presenting Evidence (pgs. 97-111)</td>
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<td><strong>Thursday:</strong></td>
<td>Shaping the Argument/Analyzing the Visual Texts of Arguments (pgs. 111-140) -Readings and Activities</td>
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<tr>
<td><strong>Friday:</strong></td>
<td>Argument Prompt</td>
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<tr>
<td><strong>Weekend Reading:</strong></td>
<td>Read Francine Prose (pgs. 176-189) Read Martin Luther King, Jr. (pgs. 280-296) Read Rachel Carson (pgs. 888-897)</td>
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**Weekend Homework Given:** Weekend Readings; Read chosen book.

**Question of the Week:** What is writing?
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>Monday:</td>
<td>Education:&lt;br&gt;- Read Francine Prose, pgs. 176-188&lt;br&gt;- Analyze Sandra Cisneros pgs. 239-241&lt;br&gt;- Analyze Norman Rockwell pg. 242 and Roz Chase pg.243</td>
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<td>Tuesday:</td>
<td>Community:&lt;br&gt;- Read Martin Luther King, Jr, pgs. 280-295&lt;br&gt;- Analyze Aurora Levins Morales, pgs. 354-356&lt;br&gt;- Analyze Norman Rockwell, pg 256, Roz Chase, pg. 358, and Nissan, pg. 359</td>
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<tr>
<td>Wednesday:</td>
<td>Environment:&lt;br&gt;- Read Rachel Carson, pgs. 888-898&lt;br&gt;- Analyze Gerard Manley Hopkins, pg. 252&lt;br&gt;- Analyze Robert Crumb, pg 953, and Royal Dutch/Shell, pg. 955</td>
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<td>Thursday:</td>
<td>Appositives pgs. 269-276&lt;br&gt;- Exercises 1-5</td>
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<tr>
<td>Friday:</td>
<td>Synthesis Prompt: pgs. 380-383&lt;br&gt;- “Incorporating Sources into a Revision”&lt;br&gt;- Answer Questions 1-4 on pg. 381&lt;br&gt;- Answer Questions 1-6 on pg. 383</td>
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<tr>
<td>Weekend Reading:</td>
<td>Sherman Alexie and David Sedaris (Education)&lt;br&gt;- Richard Rodriguez, Scott Brown, Malcolm Gladwell (Community)&lt;br&gt;- Lewis Thomas, Bill McKibben, Terry Tempest Williams (Environment)</td>
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**Weekend Homework Given:** Finish chosen book for paper.

**Question of the Week:** How are Education, Community, and Environment related?
Southaven High School  
Lesson Plan  
Teacher: Coffman  
School: SHS  

Subject: AP English Language and Composition  
Date: Week 6  

Students will engage in: Unit 2—“How I Learn”  

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<td>Hands-on/Lab</td>
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<td>Peer Tutoring</td>
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<td>Discussion</td>
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<td>Journaling</td>
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<td>Project</td>
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Standards/Objectives Met:  

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<tr>
<th>Time</th>
<th>Procedures Followed</th>
<th>Materials/Text References</th>
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</thead>
</table>
| Monday: | Education:  
-Read Sherman Alexie, pgs. 215-217  
-David Sedaris, pgs.218-222 |
| Tuesday: | Community:  
-Read Richard Rodriguez, pgs. 303-313  
-Read Scott Brown, pgs. 342-344  
-Read Malcolm Gladwell, pgs. 344-353 |
| Wednesday: | Environment:  
-Read Lewis Thomas, pgs. 915-917  
-Read Bill McKibben, pgs. 918-926  
-Read Terry Tempest Williams, pgs. 927-934 |
| Thursday: | Parallel Structures pgs. 384-390  
-Exercises 1-5 |
| Friday: | Visual Rhetoric, pgs. 988  
-“Analyzing a Photo Essay”  
-Answer Questions 1-7 |
| Weekend Work: | Mid-term paper rough draft due Monday. Must have three copies to be distributed to group. |

**Weekend Homework Given:** Online rough draft of paper must be submitted to Google Classroom by midnight Sunday.  

**Question of the Week:** Do you think comedy helps or hurts an argument?
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<tr>
<th>Time</th>
<th>Procedures Followed</th>
<th>Materials/Text References</th>
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<tbody>
<tr>
<td>Monday:</td>
<td>Education:</td>
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<tr>
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<td>-Class will discuss the different conversations, pgs.248-266</td>
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<td>-Group Editing</td>
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<td>Tuesday:</td>
<td>Community:</td>
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<td>-Class will discuss the different conversations, pgs. 361-379</td>
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<td>-Group Editing</td>
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<td>Wednesday:</td>
<td>Environment:</td>
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<td></td>
<td>-Class will discuss the different conversations, pgs.</td>
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<td>-Group Editing</td>
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<td>Thursday:</td>
<td>Cumulative, Periodic, and Inverted Sentences, pgs. 991-1001</td>
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<td>-Exercises 1-6</td>
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<td>-Papers returned for revision</td>
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<tr>
<td>Friday:</td>
<td>Argument Prompt pgs. 267-269</td>
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<td></td>
<td>“Using Personal Experience as Evidence”</td>
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<td></td>
<td>-Answer questions 1-5 on pg. 269</td>
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<tr>
<td>Weekend Reading:</td>
<td>Find 2-3 different college essay prompts</td>
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**Weekend Homework Given:** Revised Mid-term paper due Friday

**Question of the Week:** What are some of the arguments made in the different “Conversations”?
Southaven High School  
Lesson Plan

Teacher: Coffman

School: SHS

Subject: AP English Language and Composition

Date: Week 8  
Students will engage in: Unit 2—“How I Learn”

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Cooperative Learning  
Technology Integration  
Student Presentation

- Cooperative Learning
- Hands-on/Lab
- Question/Answer
- Small Group
- Discovery
- Peer Tutoring
- Discussion
- Journaling
- Project
- Problem Solving

Standards/Objectives Met:

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedures Followed</th>
<th>Materials/Text References</th>
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</table>
| Monday:    | - In-Class Work: College Essay Prompts  
- Work on paper  
- Read                                                  |                           |
| Tuesday:   | - Multiple Choice Practice Test  
- Work on paper  
- Read                                                   |                           |
| Wednesday: | - Synthesis Practice Test  
- Work on paper  
- Read                                                   |                           |
| Thursday:  | - Rhetorical Analysis Practice Test  
- Work on paper  
- Read                                                   |                           |
| Friday:    | - Argument Practice Test  
- Mid-term Paper Due  
- Read                                                   |                           |
| Weekend Reading: | Choose one (1) of the classic essays from the Education, Community, and Environment chapters to read. |                           |

**Weekend Homework Given:** Write a one-page analysis or argument about your chosen classic essay.

**Enrichment:** How does varying your sentences improve your writing?
### Southaven High School Lesson Plan

**Teacher:** Coffman  
**School:** SHS

**Subject:** AP English Language and Composition

**Students will engage in:** Socratic Debate; “Synthesizing Sources”; research paper

**Date:** Week 9

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**Standards/Objectives Met:**

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<tr>
<td>Monday:</td>
<td>-Rhetorical Precis Lesson and Activity (Packet)</td>
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</table>
| Tuesday: | Socratic Seminar (2 Days):  
   Day 1: Students will view the topic “Politics in Sports: Does Politics Have a Place in Sports?” online. Students will review the Pro/Con Article, Primary Sources, Court Cases, Media, Infographics, Editorials, and News tabs to fully understand the issue. | |
| Wednesday: | Day 2: Students will participate in a group discussion, applying Socratic Seminar techniques. The teacher will log student responses and methods used. | |
| Thursday: | In-Class: Begin Argumentative Essay  
   Students will write a short paper (2-3 pages) supporting a chosen side of the discussion topic and use sources to support their choice. | |
| Friday: | -In-Class: Finish Argumentative Essay; the students will complete their essays and turn them in to the teacher.  
-Choose Research Topics for Final Paper; the students will choose from a list of pre-assembled topics; students may use their own ideas if cleared by the teacher. | |
| Weekend Reading: | Read:  
- Amy Tan (Language)  
- Barbara Ehrenreich (The Economy)  
- Jamaica Kincaid (Politics) | |

**Weekend Homework Given:** Weekend Reading; Start research on your chosen topic.  

**Question of the Week:** Why is it important to state and support your argument clearly, concisely, and accurately?
**Southaven High School**  
**Lesson Plan**  
**Teacher:** Coffman  
**School:** SHS

| Subject: AP English Language and Composition | Students will engage in: Unit 3—“How I Understand” |
| Date: Week 10 |
| Block: | 1 | 2 | 3 | 4 |
| Semester: | 1 | 2 | x |  |
| Term: | 1 | 2 | 3 | 4 |
| x | Cooperative Learning | x | Technology Integration | x | Student Presentation |
| x | Whole Group | x | Hands-on/Lab | x | Question/Answer |
| x | Small Group | x | Discovery | x | Demonstration |
| x | Peer Tutoring | x | Discussion | x | Literacy Strategy |
| x | Journaling | x | Project | x | Problem Solving |

**Standards/Objectives Met:**

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<th>Time</th>
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</table>
| **Monday:** | Language:  
-Read Amy Tan, pgs. 700-706  
-Analyze Naomi Shihab Nye, pgs. 749-750  
-Analyze U.S. Census Bureau, pgs. 751-753 and Jim Cummins, pgs. 754-755 |  |
| **Tuesday:** | The Economy:  
-Read Barbara Ehrenreich, pgs. 394-403  
-Analyze Marge Piercy, pgs. 469-470  
-Analyze Jeff Parker, pg. 471, and Tom Tomorrow, pg. 472 |  |
| **Wednesday:** | Politics:  
-Read Jamaica Kincaid, pgs. 1006-1015  
-Analyze Tim O’Brien, pgs. 1074-1086  
-Analyze Pablo Picasso, *New Yorker*, and *Harper’s*, pgs. 1087-1090 |  |
| **Thursday:** | Concise Diction pgs. 781-784  
-Exercises 1-3 |  |
| **Friday:** | Synthesis Prompt, pgs. 1119-1123  
-“Responding to a Quotation”  
-Answer Questions 1-7, pg. 1123 |  |
| **Weekend Reading:** | Read:  
-Gloria Anzuldua, Charles Krauthammer, Steven Pinker (Language)  
-Booker T. Washington, Matthew B. Crawford, Fareed Zakaria, (The Economy)  
-Abram Lincoln, Chris Hedges, Laura Blumenfeld (Politics) |  |

**Weekend Homework Given:** Weekend Reading; Gather sources for your research paper.  
**Question of the Week:** How are Language, the Economy, and Politics related?
Southaven High School
Lesson Plan

Teacher: Coffman
School: SHS

Subject: AP English Language and Composition
Date: Week 11

Students will engage in: Unit 3—“How I Understand”

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- **Cooperative Learning**
- **Technology Integration**
- **Student Presentation**
- **Whole Group**
- **Hands-on/Lab**
- **Question/Answer**
- **Small Group**
- **Discovery**
- **Demonstration**
- **Peer Tutoring**
- **Discussion**
- **Literacy Strategy**
- **Journaling**
- **Project**
- **Problem Solving**

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<tr>
<td><strong>Monday:</strong></td>
<td>Language:</td>
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<tr>
<td></td>
<td>- Read Gloria Anzaldua, pgs. 725-734</td>
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<td>- Read Charles Krauthammer, pgs. 742-744</td>
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<td>- Read Steven Pinker, pgs. 745-748</td>
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<td><strong>Tuesday:</strong></td>
<td>The Economy:</td>
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<td>- Read Booker T. Washington, pgs. 417-420</td>
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<td>- Read Matthew B. Crawford, pgs. 449-459</td>
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<td>- Read Fareed Zakaria, pgs. 460-468</td>
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<td><strong>Wednesday:</strong></td>
<td>Politics:</td>
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<td>- Read Abraham Lincoln, pgs. 1035-1036</td>
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<td>- Read Chris Hedges, pgs. 1041-1047</td>
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<td>- Read Laura Blumenfeld, pgs. 1048-1056</td>
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<td><strong>Thursday:</strong></td>
<td>Short Simple Sentences and Fragments, pgs. 506-511</td>
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<td>- Exercises 1-4</td>
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<td><strong>Friday:</strong></td>
<td>Rhetorical Analysis: “Analyzing a Prose Passage”, pgs. 501-506</td>
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<td></td>
<td>- Answer Questions 1-3 pg. 503</td>
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<td>- Answer Questions 1-3 pg. 506</td>
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<tr>
<td><strong>Weekend Reading:</strong></td>
<td>Choose one (1) of the classic essays from the Language, Economy, and Politics chapter to read.</td>
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**Weekend Homework Given:** Write a one-page analysis or argument about your chosen classic essay.

**Question of the Week:** What is the point of reading classic works today?
Southaven High School  
Lesson Plan  
Teacher: Coffman  
School: SHS

Subject: AP English Language and Composition  
Date: Week 12  
Students will engage in: Unit 3—“How I Understand”

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Standards/Objectives Met:

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<tr>
<th>Time</th>
<th>Procedures Followed</th>
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</table>
| Monday: Language:  
- Class will discuss the different conversations, pgs. 756-778 |  |  |
| Tuesday: The Economy:  
- Class will discuss the different conversations, pgs. 474-500 |  |  |
| Wednesday: Politics:  
- Class will discuss the different conversations, |  |  |
| Thursday: “Subordination in the Complex Sentence”, pgs. 1124-1130  
-Exercises 1-4 |  |  |
| Friday: Argument Prompt pgs. 779-781  
-Read “Narrative: Reflecting on Personal Experience”  
-Answer Questions 1-4 pg. 781 |  |  |
| Weekend Reading:  
-Research paper supporting sources  
-Peruse obituaries and letters of recommendation to get ideas for Monday’s assignment |  |  |

**Weekend Homework Given:** Weekend Reading.  
**Question of the Week:** How much does word choice affect your writing?
Southaven High School
Lesson Plan

Subject: AP English Language and Composition
Date: Week 13

Students will engage in: Unit 3—“How I Understand”

Block: 1 2 3 4
Semester: 1 2
Term: 1 2 3 4

Cooperative Learning Technology Integration Student Presentation
Whole Group Hands-on/Lab Question/Answer
Small Group Discovery Demonstration
Peer Tutoring Discussion Literacy Strategy
Journaling Project Problem Solving

Standards/Objectives Met:

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<tr>
<th>Time</th>
<th>Procedures Followed</th>
<th>Materials/Text References</th>
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</table>
| Monday       | In-Class Writing Activity:
                  -Self-Obituaries
                  -Letters of Recommendation |                          |
| Tuesday      | Multiple Choice Practice Test                           |                          |
| Wednesday    | Synthesis Practice Test                                 |                          |
| Thursday     | Rhetorical Analysis Practice Test                       |                          |
| Friday       | Argument Practice Test                                  |                          |
| Weekend Work | Read:
                  -Stephen Jay Gould (Gender)
                  -Gay Talese (Sports)
                  -James McBride (Popular Culture) |                          |

Weekend Homework Given: Weekend Reading.

Question of the Week: How are the practice writing prompts helping you prepare for the AP test?
## Southaven High School Lesson Plan

**Teacher:** Coffman  
**School:** SHS  

**Subject:** AP English Language and Composition  
**Date:** Week 14  

Students will engage in: Unit 4—“How I Relate”

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- **Cooperative Learning**
- **Technology Integration**
- **Student Presentation**
- **Hands-on/Lab**
- **Discovery**
- **Discussion**
- **Literacy Strategy**
- **Project**
- **Problem Solving**

### Standards/Objectives Met:

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<th>Time</th>
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</table>
| **Monday:** | Gender:  
- Read Stephen Jay Gould, pgs. 518-524  
- Analyze Marge Piercy, pg. 561  
- Analyze Charles Le Brun, pg. 562, and Kehinde Wiley, pg. 562 |  |
| **Tuesday:** | Sports:  
- Read Gay Talese, pgs. 592-610  
- Analyze John Updike, pgs. 665-667  
- Analyze *New York World*, pg. 667-669, and *Sports Illustrated*, pg. 669 |  |
| **Wednesday:** | Popular Culture:  
- Read James McBride, pgs. 788-799  
- Analyze Hans Ostrom, pg. 850  
- Analyze Andy Warhol, pg. 851, and Mark Tansey, pg. 853 |  |
| **Thursday:** | Pronouns, pgs. 583-588  
- Exercises 1-4 |  |
| **Friday:** | Argument Prompt, “Supporting an Assertion”, pgs. 580-583  
- Answer Questions 1-6 |  |
| **Weekend Work:** | Read:  
- Judy Brady, Judith Ortiz Cofer, Deborah Tannen (Gender)  
- Theodore Roosevelt, Malcolm Gladwell, Rick Reilly (Sports)  
- Scott McCloud, Daniel Harris, Chuck Klosterman (Popular Culture) |  |

**Weekend Homework Given:** Weekend Readings  
**Question of the Week:** What is the importance of learning how to “read” visual texts?
# Southaven High School Lesson Plan

**Teacher:** Coffman  
**School:** SHS

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**Subject:** AP English Language and Composition  
**Date:** Week 15

**Students will engage in:** Unit 4 — “How I Relate”

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<th>Peer Tutoring</th>
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<th>Journaling</th>
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**Monday:**  
**Gender:**  
-Read Judy Brady, pgs. 539-541  
-Read Judith Ortiz Cofer, pgs. 546-551  
-Read Deborah Tannen, pgs. 552-556

**Tuesday:**  
**Sports:**  
-Read Theodore Roosevelt, pgs. 617-619  
-Read Malcolm Gladwell, pgs. 643-658  
-Read Rick Reilly, pgs. 658-660

**Wednesday:**  
**Popular Culture:**  
-Read Scott McCloud, pgs. 805-819  
-Read Daniel Harris, pgs. 838-846  
-Read Chuck Klosterman, pgs. 846-850

**Thursday:**  
**Direct, Precise, and Active Verbs,** pgs. 691-696  
-Exercises 1-4

**Friday:**  
**Rhetorical Analysis, “Comparing Strategies”,** pgs. 686-691  
-Answer Questions 1-4

**Weekend Work:**  
Work on rough draft for final

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**Weekend Homework Given:** Final rough draft  
**Question of the Week:** What are some of the arguments presented in “Conversations”?  

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Students will engage in: Unit 4 — “How I Relate”

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<th>Time</th>
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<tr>
<td>Monday:</td>
<td>Gender:</td>
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<td></td>
<td>- Class will discuss the different conversations, pgs. 566-579</td>
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<tr>
<td>Tuesday:</td>
<td>Sports:</td>
<td></td>
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<td></td>
<td>- Class will discuss the different conversations, pgs. 671-686</td>
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<tr>
<td>Wednesday:</td>
<td>Popular Culture:</td>
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<td></td>
<td>- Class will discuss the different conversations, pgs. 855-875</td>
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<td>Thursday:</td>
<td>Modifiers, pgs. 878-883</td>
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<td></td>
<td>- Exercises 1-5</td>
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<td>Friday:</td>
<td>Rhetorical Analysis, “Analyzing Satire”, pgs. 875-878</td>
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<td></td>
<td>- Answer Questions 1-4</td>
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<td>Weekend Work:</td>
<td>Final Rough Draft due Monday. Must print 3 copies of rough draft for group editing.</td>
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**Weekend Homework Given:** Final Rough Draft turned in to Google Classroom by midnight Sunday. **Enrichment:** How does improving your language improve your writing?
Southaven High School  
Lesson Plan  
Teacher: Coffman  
School: SHS

Subject: AP English Language and Composition  
Date: Week 17  
Students will engage in: Unit 4—“How I Relate”

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- x Cooperative Learning
- Student Presentation
- Technology Integration
- x Hands-on/Lab
- x Question/Answer
- x Whole Group
- x Discovery
- x Demonstration
- x Small Group
- x Discussion
- x Literacy Strategy
- x Peer Tutoring
- x Project
- x Problem Solving
- x Jounaling

Standards/Objectives Met:

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<th>Time</th>
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| Monday: | Socratic Seminar (2 Days):  
Day 1: Students will view the topic “Standardized High School Exit Exams: Should all U.S. states require high school students to pass standardized exit exams to graduate?” online. Students will review the Pro/Con Article, Media, Editorials, and News tabs to fully understand the issue. |  |
| Tuesday: | Day 2: Students will participate in a group discussion, applying Socratic Seminar techniques. The teacher will log student responses and methods used. |  |
| Wednesday: | Group Editing |  |
| Thursday: | Group Editing |  |
| Friday: | Group Editing |  |
| Weekend Work: | Paper Revision |  |

**Weekend Homework Given:** Revised Final Paper due Friday  
**Question of the Week:** What do you think the solution to an overload of mandatory state testing is?
### Southaven High School
Lesson Plan

Teacher: Coffman
School: SHS

**Subject: AP English Language and Composition**

**Date: Week 18**

**Students will engage in:** Final

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<td>Problem Solving</td>
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**Standards/Objectives Met:**

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<th>Procedures Followed</th>
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<tbody>
<tr>
<td>Monday:</td>
<td>Multiple Choice Test -Work on paper</td>
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<tr>
<td>Tuesday:</td>
<td>Synthesis Test -Work on paper</td>
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<tr>
<td>Wednesday:</td>
<td>Rhetorical Analysis Test -Work on paper</td>
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<td>Thursday:</td>
<td>Argument Test -Work on paper</td>
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<td>Friday:</td>
<td>Final Paper Due</td>
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<td>Weekend Work:</td>
<td>None</td>
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</tbody>
</table>

**Weekend Homework Given:** None

**Enrichment:** None
Sources

“AP English Language and Composition.” AP English Language and Composition Course Details, CollegeBoard, apstudent.collegeboard.org/apcourse/ap-english-language-and-composition/course-details.


“Group Writing.” Writingcenter.unc.edu, The Writing Center at University of North Carolina at Chapel Hill, writingcenter.unc.edu/tips-and-tools/group-writing/.

Hasselmann, Patricia. “AP English Language Composition Syllabus.” / AP English Language Composition Syllabus, 22 July 2018, fl01000126.schoolwires.net/Page/1404.


CollegeBoard AP English Language and Composition: https://apcentral.collegeboard.org/courses/ap-course-audit/about

Toolkit for Writing about Rhetoric by Julie Pasterchick: Toolkit for Writing about Rhetoric.pdf

Rhetorical Precis by Julie Pasterchick: Rhetorical Precis.pdf

Researched Argument Assignment: Researched Argument Assignment.pdf

Issues and Controversies Socratic Seminar #2:

Desoto County Schools Makeup Policy:

Mississippi Department of Education AP English Language and Composition Course Standards:
https://www.mdek12.org/secondaryeducation/advancedplacement

Mississippi Department of Education High School English Language Course Standards:
Technical Writing Resource Guide

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Page 58.................................................................Technical Writing Teaching Philosophy
Page 59.................................................................Technical Writing Syllabus
Page 66.................................................................5-Day Lesson Plan
Page 71.................................................................Technical Writing Assignment
Page 77.................................................................Multicultural Technical Writing Activity
Page 80.................................................................Additional Assignment 1
Page 82.................................................................Additional Assignment 2
Page 87.................................................................Additional Assignment 3
Page 90.................................................................Additional Assignment 4
Page 91.................................................................Additional Resources
Teaching Philosophy for Technical Writing

My teaching philosophy is to provide a learning environment where students feel encouraged and inspired to express their own ideas and take a hands-on approach to their own education. While I do stress student responsibility in the classroom and at home, I also know the importance of guidance, explanation, and consideration for students and their lives outside the classroom.

I want my students to love learning, writing, and communication as much as I do, and I will work every day to ensure that I am building that foundation of learning. I want my students to be challenged by the work assigned and grow with each assignment. The purpose of this philosophy is to explain my philosophy of teaching, learning, and communicating.

I want my students to leave my classroom, both at the end of each class and at the end of the term remembering these things:

- My teacher was always considerate of my thoughts, feelings, and learning abilities.
- My teacher encouraged me to challenge myself and gave me daily opportunities to grow and learn about technical communication.
- My teacher created a safe learning environment that promoted collaboration and the polite and well-researched exchange of ideas and learning philosophies.

I want my students to feel comfortable coming to me with thoughts or concerns, both about my teaching and about their learning. I believe in open communication within the learning environment, and I will strive to teach my students the basis for technical and workplace writing—effective communication.

I encourage students to become comfortable with different types of digital communication, including but not limited to email, Internet messaging, social media, and Google communications. I want my students to learn and embrace all the ways that our ever-changing world of technology can help them become effective communicators.

Technical communication and writing is different than regular composition courses in that we will focus on the identifying, analyzing, and creating the different genres of technical communication, including but not limited to memos, instructions and directions, professional correspondence, identifying and writing for different audiences, resumes and cover letters, and formatting each type of communication. This type of writing will benefit you not just in your education, but also in your respective careers. It is important to understand how to communicate with others effectively. Effective technical communication falls into two categories: To help others learn something (subject, task, or making decisions), and to reinforce or change attitudes and to motivate taking action. To figure out which category you are writing in, you have to consider who you are writing for.

To ensure students are maintaining responsibility for their own learning, I will employ different methods for student participation. Students will be required to participate in group discussions, teamwork building activities, and individual learning activities. Each of these methods can and will be referenced in later discussions and assignments. I hope that these methods will encourage active learning, where the students know they are in charge of their learning.
X. **Course Description**

This technical communication course is designed to prepare students for the rigorous reading and writing associated with college-level coursework and/or the types of communication required in the workplace. In this course, students will expand their understanding of different types of writing, and rhetorical and critical thinking, as well as develop more advanced literacy and composition skills while learning the different forms of technical communication.

**Required Course Texts and Materials:**
- Black ink pen/pencil
- Colored ink pen (for editing ONLY)
- Thumb drive for portfolio

XI. **Course Objectives**

This course is intended to be a one-term (18 week) course. Upon completion of this course, students will receive one (1) English credit to be applied towards the total required credits needed for high school graduation. To successfully complete this course, students will be able to:

- Examine actual examples of written materials produced to communicate within the workplace as well as outside the workplace for the customer and general public.
- Analyze images and other multimodal texts for rhetorical features.
- Learn how audience and purpose shape the form and content of the written piece.
- Discern how organization, wording, accuracy, and specificity of details, typography, visuals, design, grammar, usage, and mechanics contribute to effective communication.
- Apply what they have learned by creating a variety of kinds of written communication.
- Demonstrate understanding of the conventions of citing primary and secondary sources.
- Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.
- Converse and write reflectively about personal processes of composition.
- Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.
- Revise a work to make it suitable for a different audience.

*Source: Mississippi Department of Education*

This course will offer a challenge. Student writings should include pieces requiring more sophistication or complexity: delivering or justifying news or a stance, persuading or manipulating the reader’s opinions or emotions, and explaining complex processes. Students will produce individual pieces as well as participate in a group review of their writings. Through these experiences of working with others,
they will practice the language skills of explaining, persuading, and negotiating, and learn the importance and effect of their words.

XII. Grading Outline
To officially pass Technical Communication, a final student average of 65% or higher is required. Students will complete a variety of assignments to be graded to fulfill the course work requirements. These assignments will include but are not limited to assigned readings, written discussions, writing assignments ranging from 1-7 pages, and collaborative work.

Over the course of the semester, students will compose and edit different compositions to add to their end of semester portfolio project. The purpose of the portfolio is to prepare the student for writing assignments given at the college level and in the workplace. Students will be required to have both a physical and an electronic portfolio.

Grading Scale:
A 90-100
B 80-89
C 70-79
D 65-69
F 64 and below

Category weights are as follows:

Daily Grades/Homework: 30%
Short Essays/Works Cited/Quizzes: 30%
Major Papers/Tests: 20%
Final Project: 20%

Parents and students can access their grades at any time, and it is recommended to check frequently. If you have forgotten or never received a username and password, please contact your child’s guidance counselor.

XIII. Major Assignments
a. Mid-Term Paper: This paper will require students to select a form of technical communication and write a paper on its purpose. The paper will include the methods used to compose this form of communication, the purpose of this form, and 2-3 samples of this form. I will provide information and a rubric for this paper when topics are chosen.

b. Final Argumentative Paper: For this paper, you will choose a research topic from a pre-populated list. The paper will be a research-style paper, must include a list of reputable sources, and fulfill argumentative writing standards. I will provide information and a rubric for this paper when topics are chosen.

XIV. Expectations
All students will achieve the following skills in High School Technical and Workplace Writing:
Powerfully Prepared for College and Career (by):
- Demonstrating proficiency in English by passing the PSAT
- Taking and passing practice SAT exams
- Researching, developing and writing a report on a current controversial topic
- Writing a personal statement for college applications
- Preparing, writing, and presenting a lesson plan about a topic

Responsible Citizen (by):
- Maintaining organization of English papers and assignments
- Coming prepared to class to positively participate in class discussions
- Attending class every day it is in session

Independent Critical thinker (by):
- Determined Lifelong Learner (by):
  - Being intrinsically motivated to improve their vocabulary.
  - Taking an active role in supporting the voting process.

Excellent Communicator (by):
- Creating a written report to argue for or against a controversial health topic
- Demonstrating knowledge of correct English conventions when writing.
- Writing to inform, persuade, or explain using advanced sentence structures and rhetorical devices.
- Using various media and computer programs to enhance presentations and discussions.

XV. Absence and Makeup Policies
Desoto County Schools absence and makeup policies are stated in the school handbook, which can be found online.
Absence Policy:

Makeup Policy:

XVI. Standards and Objectives
Mississippi State Department of Education Standards for Technical and Workplace Writing can be found here:

Mississippi State Department of Education Standards for High School ELA courses can be found here:
XVII. Weekly Course Schedule

a. Week 1—Chapter 1 “Introduction to Technical Communication”
   i. Monday: Pages 3-9; Exercise 1 on Launchpad
   ii. Tuesday: Pages 9-12; Exercise 2 on Launchpad
   iii. Wednesday: Pages 12-15; Exercise 3 on Launchpad
   iv. Thursday: Learning Curve Chapter 1 on Launchpad
   v. Friday: Discuss in class Case Study 1: “Using the Measures of Excellence in Evaluating a Resume”
   **DUE SUNDAY:** Case Study 1

b. Week 2—Chapter 2 “Understanding Ethical and Legal Considerations”
   i. Monday: Pages 18-23; Exercises 1
   ii. Tuesday: Pages 24-29; Exercise 2
   iii. Wednesday: Pages 30-39; Exercises 3 and 4
   iv. Thursday: Learning Curve Chapter 2
   v. Friday: Document Analysis/Writing Activities
   **DUE SUNDAY:** Case Study 2 “The Ethics of Requiring Students to Subsidize a Plagiarism-Detection Service”

c. Week 3—Chapter 3 “Writing Technical Documents” and Chapter 4 “Writing Collaboratively”
   i. Monday: Chapter 3 Pages 42-51; Exercises 1 and 2
   ii. Tuesday: Chapter 3 Pages 52-55; Exercise 3
   iii. Wednesday: Chapter 4 Pages 59-68; Exercises 1-3
   iv. Thursday: Chapter 4 Pages 69-77; Exercises 4-6
   v. Friday: Document Analysis/Writing Activities
   vi. **DUE SUNDAY:** Students choose one (1): Case Study 3 or Case Study 4; Learning Curve Chapters 3 and 4

d. Week 4—Chapter 11 “Designing Print and Online Documents”
   i. Monday: Pages 250-275; Exercises 1 and 2
   ii. Tuesday: Pages 276-288; Exercises 3-5
   iii. Wednesday: Page 289; Analyzing Document Designs
   iv. Thursday: Designing a Logo
   v. Friday: Document Analysis/Writing Activity
   **DUE:** Case Study 11 “Designing a Flyer”

e. Week 5—Chapter 5 “Analyzing Your Audience and Purpose”
   i. Monday: Pages 84-90; Exercise 1
   ii. Tuesday: Pages 91-104; Exercise 2
   iii. Wednesday: Pages 104-110; Exercises 3 and 4
   iv. Thursday: Learning Curve Chapter 5
   v. Friday: Document Analysis/Writing Activities
   **DUE:** Case Study 5: “Focusing on an Audience’s Needs and Interests”
f. **Week 6—Chapter 6 “Researching Your Subject” and Chapter 7 “Organizing Your Information”**
   i. Monday: Chapter 6; Exercises 1, 3, 5
   ii. Tuesday: Chapter 7; Exercises 2, 4
   iii. Wednesday: Learning Curve Chapters 6 and 7
   iv. Thursday: Organizational Patterns in an Infographic
   v. Friday: Creating and Testing a Questionnaire
      **DUE:** Students choose one (1): Case Study 6 or Case Study 7

g. **Week 7—Chapter 8 “Communicating Persuasively”**
   i. Monday: Chapter 8; Exercises 1 and 2
   ii. Tuesday: Logical Fallacies Lesson and Worksheet; Exercises 3 and 4
   iii. Wednesday: Logical Fallacies Game; Website Search
   iv. Thursday: Creating Brochures
   v. Friday: Document Analysis/Writing Activities
      **DUE:** Case Study 8 “Analyzing the Persuasiveness of a Website”; Learning Curve Chapter 8

h. **Week 8—Chapter 9 “Emphasizing Important Information”**
   i. Monday: Pages 193-203; Exercises 1-3
   ii. Tuesday: Pages 204-212; Exercises 4-6
   iii. Wednesday: Key Term Outline Activity
   iv. Thursday: Writing a Paper from a Key Term Outline
   v. Friday: Document Analysis/Writing Activities
      **DUE:** Case Study 9 “Emphasizing Important Information in a Technical Description”; Learning Curve Chapter 9

i. **Week 9—Chapter 10 “Writing Correct and Effective Sentences”**
   i. Monday: Pages 216-229; Exercises 1-10
   ii. Tuesday: Pages 230-242; Exercises 11-20
   iii. Wednesday: Pages 242-243; Exercises 21-34
   iv. Thursday: Multicultural Activity
   v. Friday: Learning Curve Chapter 10
      **DUE:** Case Study 10; “Revising a Document for Nonnative Speakers and for Translation”

j. **Week 10—Chapter 12 “Creating Graphics”**
   i. Monday: Pages 295-305; Exercises 1-4
   ii. Tuesday: Pages 306-332; Exercises 5-7
   iii. Wednesday: Page 334; Creating Graphics
   iv. Thursday: Getting Comfortable with Graphic Design
   v. Friday: Document Analysis/Writing Activities
      **DUE:** Case Study 12 “Creating Appropriate Graphics to Accompany a Report”

k. **Week 11—Chapter 13 “Reviewing, Evaluating, and Testing Documents and Websites”**
   i. Monday: Pages 341-347; Exercises 1 and 2
ii. Tuesday: Pages 348-354; Exercises 3 and 4
iii. Wednesday: Proofreading Activity
iv. Thursday: Usability Testing and Analysis
v. Friday: Document Analysis/Writing Activities
   **DUE:** Case Study 13 “Revising a Document for a New Audience”

### Week 12—Chapter 14 “Writing Correspondence”

i. Monday: Pages 359-371; Exercises 1-3
ii. Tuesday: Pages 372-376; Exercises 4 and 5
iii. Wednesday: Pages 377-381; Exercises 6 and 7
iv. Thursday: Writing a Memo
v. Friday: Document Analysis/Writing Activity
   **DUE:** Case Study 14 “Setting Up and Maintaining a Professional Microblog Account”

### Week 13—Chapter 15 “Writing Job Application Materials”

i. Monday: Pages 386-396; Exercises 1 and 2
ii. Tuesday: Pages 387-411; Exercises 3 and 4
iii. Wednesday: Pages 411-414; Exercises 5 and 6
iv. Thursday: Writing a Resume
v. Friday: Document Analysis/Writing Activity
   **DUE:** Case Study 15 “Identifying the Best-of-the-Best Job-Searches Sites”

### Week 14—Chapter 16 “Writing Proposals”

i. Monday: Pages 420-427; Exercises 1 and 2
ii. Tuesday: Pages 428-434; Exercise 3
iii. Wednesday: Group Work—Writing a Proposal
iv. Thursday: Individual proposal for weekend revisions
v. Friday: Document Analysis/Writing Activities
   **DUE:** Case Study 16 “Revising a Brief Proposal”

### Week 15—Chapter 17 “Writing Informational Reports”

i. Monday: Chapter 17; Exercises 1-3
ii. Tuesday: Group Work—Write Meeting Minutes
iii. Wednesday: Group Work—Write Incident Report
iv. Thursday: Group Work—Responding to Reader’s Questions in a Field Report
v. Friday: Document Analysis/Writing Activities
   **DUE:** Case Study 17 “Writing a Directive About Using Agendas for Meetings”

### Week 16—Chapter 18 “Writing Recommendation Reports” and Chapter 19 “Writing Lab Reports”

i. Monday: Chapter 18; Exercises 2 and 4
ii. Tuesday: Chapter 19; Exercises 2 and 4
iii. Wednesday: Formatting a Recommendation Report/Lab Report
iv. Thursday: Chapter 18 Document Analysis/Writing Activities
v. Friday: Chapter 19 Document Analysis/Writing Activities
   **DUE:** Students choose one (1): Case Study 18 or Case Study 19
q. **Week 17—Chapter 20 “Writing Definitions, Descriptions, and Instructions”**
   i. Monday: Pages 535-550; Exercises 1-4; Following Directions Test
   ii. Tuesday: Pages 551-570; Exercises 6-9; Technical Writing Instructions
   iii. Wednesday: Laboratory Safety Rules Activity; Document Analysis Activity
   iv. Thursday: Safety Video group work
   v. Friday: Safety Video presentations
      **DUE:** Case Study 20 “Choosing a Medium for Presenting Instructions”

r. **Week 18—Chapter 21 “Making Oral Presentations”**
   i. Monday: Pages 577-597; Exercises 1 and 2
   ii. Tuesday: Pages 597-601; Exercises 3 and 4
   iii. Wednesday: Work on Final Presentations
   iv. Thursday: Final Presentations
   v. Friday: Final Presentations
      **DUE:** Final Presentation
Southaven High School
Lesson Plan

Teacher: Coffman
School: SHS

Subject: Technical Writing

Date: Monday

Students will engage in:

<table>
<thead>
<tr>
<th>Block:</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Semester:</td>
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<tr>
<td>Term:</td>
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</tr>
</tbody>
</table>

- x Cooperative Learning
- x Technology Integration
- Student Presentation
- x Whole Group
- x Hands-on/Lab
- x Question/Answer
- Small Group
- x Discovery
- x Demonstration
- Peer Tutoring
- x Discussion
- x Literacy Strategy
- Journaling
- Project
- x Problem Solving

**Attitudes are contagious. Is yours worth catching?**—Unknown

**Standards/Objectives Met:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedures Followed</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 Minutes:</td>
<td>Give students “Following Directions” test (Worksheet #1)</td>
</tr>
<tr>
<td>20 Minutes:</td>
<td>Discuss the importance of instructions.</td>
</tr>
<tr>
<td>20 Minutes:</td>
<td>Students will analyze a set of instructions using “Analyzing Technical Instructions” worksheet (Worksheet #2)</td>
</tr>
<tr>
<td>30 Minutes:</td>
<td>Students will write step-by-step instructions for an everyday task of their choosing.</td>
</tr>
</tbody>
</table>

**Classroom Materials:**

- Student computers;
- Worksheet #1; “Writing Instructions” Introduction;
- Worksheet #2;
- List of daily activities for students to choose from

**Homework Given:** Complete Exercise #7 on Launchpad; students will bring a small, simple item from home

**Enrichment:** “Analyzing Technical Instructions” worksheet

**Assessment Strategy:** Student written how-to instructions

**Remediation:** “Following Directions” test
Southaven High School
Lesson Plan
Teacher: Coffman
School: SHS

Subject: Technical Writing

Date: Tuesday

Students will engage in:

<table>
<thead>
<tr>
<th>Block:</th>
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<tbody>
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<td>Semester:</td>
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<tr>
<td>Term:</td>
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</table>

- x Cooperative Learning
- Technology Integration
- x Student Presentation
- x Whole Group
- x Hands-on/Lab
- x Question/Answer
- x Small Group
- x Discovery
- Demonstration
- x Peer Tutoring
- x Discussion
- x Literacy Strategy
- x Journaling
- Project
- x Problem Solving

Attitudes are contagious. Is yours worth catching?—Unknown

Standards/Objectives Met:

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedures Followed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Minutes:</td>
<td>Student Writing Prompt: Write about a time when you asked the internet for help accomplishing something, like how to put a zipper back on the track or how to crochet a hat. Think about the questions you asked, the answers you received, and how helpful the feedback was.</td>
</tr>
<tr>
<td>15 Minutes:</td>
<td>Students will answer the “Technical Instructions Planning Sheet” (Worksheet #3) to help them understand their item and audience. Students will receive “Technical Instructions Rubric” to help guide their instruction writing (Worksheet #4).</td>
</tr>
<tr>
<td>30 Minutes:</td>
<td>Students will write instructions for their household item, making sure to reference their answered “Technical Instructions Planning Sheets”.</td>
</tr>
<tr>
<td>30 Minutes:</td>
<td>Students will work in pairs to peer-review written instructions.</td>
</tr>
<tr>
<td>10 Minutes:</td>
<td>Class will discuss their thoughts on writing instructions, what problems they faced, and how they problem-solved.</td>
</tr>
</tbody>
</table>

Classroom Materials: Worksheet #3; Worksheet #4; Household items

Homework Given: Complete “Document Analysis Activity” on Launchpad; if you have a job, take a picture of a safety poster in the workplace.

Enrichment: Worksheet #3

Assessment Strategy: Household item instructions

Remediation: Writing Prompt
# Southaven High School Lesson Plan

**Teacher:** Coffman  
**School:** SHS

**Subject:** Technical Writing

**Date:** Wednesday

**Students will engage in:**

<table>
<thead>
<tr>
<th>Block</th>
<th>1</th>
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<tbody>
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<tr>
<td>Term:</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
</tbody>
</table>

- **Cooperative Learning**
- **Technology Integration**
- **Student Presentation**
- **Whole Group**
- **Hands-on/Lab**
- **Question/Answer**
- **Small Group**
- **Discovery**
- **Demonstration**
- **Peer Tutoring**
- **Discussion**
- **Literacy Strategy**
- **Journaling**
- **Project**
- **Problem Solving**

**Attitudes are contagious. Is yours worth catching?—Unknown**

**Standards/Objectives Met:**

<table>
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<tr>
<th>Time</th>
<th>Procedures Followed</th>
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</thead>
<tbody>
<tr>
<td>10 Minutes:</td>
<td>Class discussion: What are some of your family’s safety rules? Do they meet the requirements suggested in the “Technical Instructions Planning Sheet”?</td>
</tr>
<tr>
<td>20 Minutes:</td>
<td>Students will read “Laboratory Safety Rules” (Worksheet #5) and answer 3 questions: Who is the audience? What is the purpose of the instructions? Are the instructions effective or ineffective and why?</td>
</tr>
<tr>
<td>30 Minutes:</td>
<td>Students will watch a safety video and view safety posters. Answering the same questions as the “Laboratory Safety Rules”, students will analyze the video and posters.</td>
</tr>
<tr>
<td>30 Minutes:</td>
<td>In pairs, students will choose a safety guide to video for the end of lesson assessment. Using their chosen safety guide, students will begin their script for their video. Students will receive a “Safety Video Rubric” (Worksheet #6) to help guide them on their safety video assignment.</td>
</tr>
</tbody>
</table>

**Classroom Materials**

- Worksheet #5; Worksheet #6; Safety guide video and posters on PowerPoint; Students computers.

**Homework Given:** Students will work on safety video assignment outside of school

**Enrichment:** Lab safety rules activity

**Assessment Strategy:** Video/Poster analyses

**Remediation:** Family rules

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### Southaven High School Lesson Plan

**Teacher:** Coffman  
**School:** SHS

**Subject:** Technical Writing

**Date:** Thursday  
**Block:** 1 2 3 4  
**Semester:** 1 2  
**Term:** 1 2 3 4  
**Block:** 1 2 3 4  
**Semester:** 1 2  
**Term:** 1 2 3 4

### Students will engage in:

- Cooperative Learning
- Technology Integration
- Student Presentation
- Whole Group
- Hands-on/Lab
- Question/Answer
- Small Group
- Discovery
- Demonstration
- Peer Tutoring
- Discussion
- Literacy Strategy
- Journaling
- Project
- Problem Solving

### Attitudes are contagious. Is yours worth catching? —Unknown

### Standards/Objectives Met:

<table>
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<th>Time</th>
<th>Procedures Followed</th>
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<tbody>
<tr>
<td>40 Minutes:</td>
<td>Students will complete the case study for Chapter 20 on Launchpad. They will complete items #1 and #3 (not the video script). Must be turned in by 11:59pm same day.</td>
</tr>
<tr>
<td>50 Minutes:</td>
<td>Students will work with their partner on their safety video assignment.</td>
</tr>
</tbody>
</table>

**Classroom Materials:** Students computers; Safety Video worksheets; Phones with cameras; Video editing software.

**Homework Given:** Complete Safety Video assignment  
**Enrichment:** Case Study  
**Assessment Strategy:** Case Study  
**Remediation:** Case Study
Southaven High School  
Lesson Plan  

Subject: Technical Writing  

Date: Friday  

Students will engage in:  

<table>
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<tr>
<td></td>
<td>x</td>
<td>Cooperative Learning</td>
<td>x</td>
<td>Technology Integration</td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>Whole Group</td>
<td>x</td>
<td>Hands-on/Lab</td>
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<td></td>
<td>x</td>
<td>Small Group</td>
<td>x</td>
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</tr>
<tr>
<td></td>
<td>x</td>
<td>Peer Tutoring</td>
<td>x</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>Journaling</td>
<td>x</td>
<td>Project</td>
</tr>
</tbody>
</table>

**Attitudes are contagious. Is yours worth catching?**—Unknown  

Standards/Objectives Met:  

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedures Followed</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 Minutes:</td>
<td>Student Safety Video Presentations</td>
</tr>
<tr>
<td>10 Minutes:</td>
<td>Class discussion on Safety Videos, Writing Instructions, and how this aspect of Technical Writing could be useful in the work force.</td>
</tr>
<tr>
<td>Classroom Materials:</td>
<td>Student videos; Projector</td>
</tr>
</tbody>
</table>

**Homework Given:** none  

**Enrichment:** Lesson Wrap-Up Discussion  

**Assessment Strategy:** Student Safety Videos  

**Remediation:** none
Safety Video Assignment

In this assignment, you will be given the opportunity to protect others from potentially life-threatening scenarios. With a partner, you will create a video that warns others of the dangers of improper use of equipment and/or not following safety procedures, and promotes workplace safety.

According to your textbook, “If the subject you are writing about involves safety risks, your most important responsibility is to do everything you can do to ensure your readers’ safety.” (page 558) The first way you can ensure your readers’ safety is by writing clearly and concisely. There is no need to over-complicate the wording, especially when that overly complicated wording could mean the difference between life and death if misunderstood. Beyond keeping the people safe from physical harm, you also have to make sure that your writing is clear to keep the company from getting into trouble should someone get hurt because of a misunderstanding.

You and your partner will write and film a 5-minute safety video to be presented to the class on Friday for the end of this unit with an accompanying script. You will have a rubric to assist you as you work on this project. The information of the video must contain at least 6 of the 7 Information Concepts and must have a minimum of 3 different safety scenarios. Be sure to include video and audio elements like changing camera directions, in-screen text/graphics, transitions, sound effects, and narration. The script must contain blocking (rehearsed movement) and be free of mechanical errors.

*Remember: safety instructions do not have to be boring. Think of the flight attendants that make the pre-flight instructions humorous. Have fun with the assignment.

Attached is the rubric for this assignment. Use it as a checklist to guide your progress and to help you make sure that you are incorporating all of the important elements into your video and script.

SAFETY FIRST!
Project name:

The Hook

This is the most important part of your script and of your video.

The hook should be like a newspaper headline. It needs to be catchy; it should grab people's attention so that they want to keep watching the video.

Let me remind you that you have just a few seconds to convince your viewers to stick around before they click next or scroll down to another video.

So definitely spend more time on putting together a good script for the hook.

It needs to be on point!

There can be some fluff in the main body of the video, or things might not be 100% spot on during the video (even though you should aim at making the full video as good as you can), but the hook needs to be on point.

Otherwise, you'll lose the viewers forever.

A good hook should do the following:

- Tell the viewers what the video is about
- Reinforce that the video will answer/solve their question/problem
- Make them want to watch until the end (because of an incentive)
- Be funny or emotional

The Intro

This one is an optional step and you can skip it if you want to keep your video short.

In the intro, you tell people your name, who you are, and what you do, as well as a few key things about your business.

Moreover, if you do have an intro, you should always give the viewers a little bit of a lead in why the topic you are covering is so important to them.

Keep it short though, as most people clicked on the video to get an answer to a question, not to hear your bio.

If they really like you they can go and find out more about you by checking out your website. So don't force them to watch an intro that is more than 10-15 seconds long.
In the intro, include a very small little call to action section. Meaning that you can answer the question at the end of the video.

It's a well-known fact that viewership retention rates are dropping towards the end of the videos, so why not have your call to action early on when there are more people watching?

The intro is a great place to add a couple branding elements and reconfirm to the viewers that they have clicked on the right video and they are going to get the answer they are looking for.

The Body

This is the main section of your video.

Here you tell the people what they came to listen to. Here you answer their questions or offer a solution to a problem.

You should draft your video script so that you say things in an organized, easy to understand manner. Make sure you put your ideas on paper in the right order.

Speak slowly and try to be as concise as you can with everything.

Don't use long phrases and fancy words that make you look like you are speaking above people's heads.

Your viewers will pick that up right away and they will tune out.

Draft your script as you were having a conversation with a friend. Use words such as "you" and "I" instead of "we". This makes the video look more like a conversation.

Use examples whenever you can to simplify things. If you are talking about a complicated topic, try to add visuals or even do an explainer video to make that concept easier to understand.

The Call to Action

This is the place where you remind them of the problem if they are still watching that means they found the video informative and they will be very likely to take the action.

If you don't include a call to action, they may not understand the purpose of the video.
Safety Video Storyboard Template

Group Members ________________________________  Product __________________________

Draw or describe the visual/action in the block.  Audio:  Draw or describe the visual/action in the block.  Audio:

Draw or describe the visual/action in the block.  Audio:  Draw or describe the visual/action in the block.  Audio:
Draw or describe the visual/action in the block.

Audio:
# Safety Video Rubric

<table>
<thead>
<tr>
<th>Audience:</th>
<th>Novice</th>
<th>Apprentice</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>No attention to directing instructions to a specific audience.</td>
<td>Audience is not clear, and instructions seem very general and vague.</td>
<td>Instructions include some acknowledgment of who the audience is and their needs for using these instructions.</td>
<td>Instructions make it clear who should and should not use these instructions and how the instructions will meet the audience's needs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information Components:</th>
<th>Novice</th>
<th>Apprentice</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions include 1 different safety scenario. Instructions include 3 or fewer of the 7 pieces of information: introduction, table of contents, theory of operation, warnings, liability statement, equipment and materials, troubleshooting.</td>
<td>Instructions include at least 2 different safety scenarios. Instructions include at least 4 of the 7 pieces of information: introduction, table of contents, theory of operation, warnings, liability statement, equipment and materials, troubleshooting.</td>
<td>Instructions include at least 3 different safety scenarios. Instructions include at least 5 of the 7 pieces of information: introduction, table of contents, theory of operation, warnings, liability statement, equipment and materials, troubleshooting.</td>
<td>Instructions include at least 3 different safety scenarios. Instructions include at least 6 of the 7 pieces of information: introduction, table of contents, theory of operation, warnings, liability statement, equipment and materials, troubleshooting.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Video:</th>
<th>Novice</th>
<th>Apprentice</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video is 2 minutes long or shorter and has foreground and background.</td>
<td>Video is at least 3 minutes long and has foreground, background, and camera directions.</td>
<td>Video is at least 4 minutes long and has a foreground, background, camera directions, and transitions.</td>
<td>Video is at least 5 minutes long and has a foreground, background, on-screen text, camera directions, and transitions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audio:</th>
<th>Novice</th>
<th>Apprentice</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video has narration and audio that cannot be heard and understood</td>
<td>Video has narration and audio that can be heard and understood</td>
<td>Video has narration and audio that can be heard and understood</td>
<td>Video has narration and dialogue that can be heard and understood</td>
<td></td>
</tr>
<tr>
<td><strong>clearly.</strong> Video has no audio transitions and balance.</td>
<td><strong>clearly some of the time. Video has audio transitions.</strong></td>
<td><strong>clearly most of the time. Video has audio transitions and balance.</strong></td>
<td><strong>clearly. Video has sound effects, audio transitions, and audio balance.</strong></td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td><strong>Script:</strong></td>
<td>Instructions have significant grammar, punctuation, spelling, or formatting errors.</td>
<td>Instructions have multiple grammar, punctuation, spelling, or formatting errors.</td>
<td>Instructions have few grammar, punctuation, spelling, or formatting errors.</td>
<td>Instructions have no grammar, punctuation, spelling, or formatting errors.</td>
</tr>
</tbody>
</table>
Instruction Translation Assignment

We all know just how important it is to be understood. But how do you know if what you are saying is being understood by a non-English speaking audience? We have discussed how important it is for our technical communication to be clear and concise. Think on this commercial for Berlitz, a language learning company. The commercial features an exchange between a German Coast Guard radio operator and an English boat captain:

Captain: *Mayday! Mayday! Can you hear us? Over? We are sinking! We are sinking!*
Radio Operator: *Hallo? Zis is ze German Coast Guard.*
Captain: *We are sinking! We’re sinking!*
Radio Operator: *What are you sinking about?*

https://www.lingualinx.com/blog/the-funniest-examples-of-translation-gone-wrong

From this exchange, we can hear how easily a misunderstanding can happen, and just how dangerous that misunderstanding can be. We may think that we are being clear in our instructions, but all it takes is one misunderstood word to ruin everything. Think about the poorly translated tshirts that tourists can buy in other countries. The commercial and the tshirts are funny instances, but what could happen if a word is misunderstood in a safety manual or an operator’s manual?

For this assignment, you will work with a partner. Together, you will write out the instructions for a typical morning routine task, such as making toast or making coffee. Once you have your written, step-by-step instructions, you will use Google Translate to translate your instructions into a randomly selected language assigned to your group.

This is where it gets to be a puzzle: I know most of you will probably receive a language that you have no experience with. So how are you supposed to know if your instructions translated correctly? Easy peasy. Re-translate your translated instructions into English. You will see that somewhere along the line the translation most likely got “off” in some places.

Your task is to translate, re-translate, and re-re-translate your instructions until they are clear in the message that you are trying to give your audience. Once your instructions are complete and properly translated, you will turn in both the original and translated instructions.

The purpose of this exercise is for you to learn the importance of the words and phrases chosen when writing instructions for multicultural audiences.

After your first attempt at retranslation, the team with the funniest organic translation will receive bonus points. NO TWEAKING! The translation must occur naturally! This is not an actual graded part of the assignment, but more of a way for you to see how much time and effort must be put into translating instructions so you don’t end up with something ridiculous. I know you have all ordered something online and the instructions for it were poorly translated gibberish.
## Instruction Translation Rubric

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong></td>
<td>No attention to purpose of document.</td>
<td>Purpose is not clear at all. Document just starts</td>
<td>Purpose is somewhat clear, but not outlined well for</td>
<td>Purpose of instructions is very clear and audience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with instructions and no purpose clarification.</td>
<td>the audience. May include a weak introduction and</td>
<td>knows what they will be able to do after reading the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>incomplete table of contents.</td>
<td>document. Includes an introduction and a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>table of contents.</td>
</tr>
<tr>
<td><strong>Visual Design:</strong></td>
<td>Instructions are poorly organized or have no clear organization at all.</td>
<td>Instructions are organized into sections.</td>
<td>Instructions are well organized into major sections</td>
<td>Instructions are very well organized into major</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>that are labeled.</td>
<td>sections with clear labels and a table of contents.</td>
</tr>
<tr>
<td><strong>Completeness:</strong></td>
<td>Instructions are incomplete and offer no help for the user.</td>
<td>Instructions may be missing some steps or the steps</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>are not clear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accuracy:</strong></td>
<td>Student has shown instructor no attempt at translating or corrections.</td>
<td>Student has shown instructor one attempt at translating and one attempt to correct misinterpretations.</td>
<td>Student has shown instructor a few attempts at translating and few attempts to correct misinterpretations.</td>
<td>Student has shown instructor multiple attempts at translating and attempts to correct misinterpretations.</td>
</tr>
</tbody>
</table>
Translating Instructions Planning Sheet

Share your item and plans for writing instructions with your partner. After you explain your basic ideas, your partner will help you plan your document by asking you the following questions. Your partner will write down your responses as you talk and then give you the notes, which you can use to get started on your instructions.

1. Who will be the audience for your instructions? Why are these readers the best audience?

2. How will you have to tailor your instructions for this audience? What language will you have to use?

3. How long will your instructions be? How many different parts will you have to explain for your audience? List the parts.

4. Will you need to include pictures or diagrams in your instructions? How many pictures will you need? What will those look like? Why are these important?

5. How might your finished instructions look? Will they be 1-page long or more? Will it look like a book or a pamphlet? How else might it look?
Additional Assignment #1

NAME:_______________________  Worksheet #1

Following Directions

Carefully follow each direction below. You may NOT ask the instructor, or any classmates, for help or advice.

1. This is a test to see if you can follow directions. First, read everything on this page before doing anything so that you will know exactly what to do.

2. Put your complete name, first and last, in the upper RIGHT hand corner of this page.

3. Circle the word name in instructions #2 and #12.

4. Write the date in in the upper LEFT hand corner of this page. Any format is okay.

5. Draw five small squares under your name.

6. Put an X in each square that you’ve just drawn.

7. Put a circle around each square.

8. Put a circle around all of instruction #7.

9. Put a large X at the end of this sentence.

10. On the back of this paper, multiply 3 by 19, and circle your answer.

11. Draw a small circle around the LARGER of the two numbers in instruction #10.

12. Loudly call out your first name when you have read this so that your instructor can see who got this far.

13. If you think you have followed directions carefully up to this point, call out, “I am following directions!”

14. On the back of this page, add 109, 100 and 124, and then circle your answer.

15. Now that you have followed instruction #1, and you have read everything before doing anything, please follow only instruction #2, and sit back to see which of your classmates didn’t follow instruction #1.

16. In your NATIVE language (FIRST language), count from one to ten in a normal speaking voice.
17. Punch a hole somewhere on this page with your pen or pencil. Then push any finger through the hole and take it out again.

18. If you have gotten this far, call out proudly, “I have done instruction #17!”

19. Go up to the board and write your zip code and add a smiley (happy) face next to it. Then, return to your seat.

20. Say clearly and loudly, so that everybody can hear you, “I am almost finished.”

21. Go up to the board and write the answer from instruction #14. Put a circle around it. Return to your seat.
Additional Assignment #2

Analyzing Technical Instructions

Each of you has been given a Laboratory Safety Rules guide. Analyze your set of instructions for the following items.

1. Audience
   Who is the audience for the instructions? How do you know?

2. Purpose
   What are the instructions helping the audience do or create?

3. Rate Instructions—Easy vs. Difficult
   Are these instructions easy for the audience to use? Why or Why not?

4. Effective vs. Ineffective Elements
   Identify both good and bad parts of instructions.

5. Visual Appeal
   How does the set of instructions look? What about its the look and design that is effective or ineffective for the audience?

6. Language
   What kind of language does the document use? Is it appropriate for the audience? Give examples.

http://www.readwritethink.org/classroom-resources/lesson-plans/writing-technical-instructions-1101.html
Laboratory Safety Rules Holt High School
(from http://bama.ua.edu/~mtt001/labrules.htm)

[Jump to Biology Safety Contract]

1. Students will work individually on some experiments, while other experiments will be done with partners or groups. For partner or group work each student should interpret data and answer questions separately unless directed otherwise.

2. Be prepared to work when you arrive at the laboratory. Familiarize yourself with the lab procedures before beginning the lab.

3. Carefully follow directions, both written and oral. Do only the steps described in the procedure of the experiment or that are described and/or approved by the teacher. If you are in doubt about any procedure, ask your teacher for help.

4. Everyone should be alert and proceed with caution at all times in the laboratory. Take care not to bump another student and to remain at your lab station while performing an experiment. An unattended experiment can result in an accident.

5. Wear safety glasses/goggles whenever you are in the lab. Aprons are required for some experiments. You may wear aprons at your discretion for any experiment to avoid staining or ruining your clothing.

6. Clothing should be appropriate for working in the lab. Jackets, ties, and other loose garments should be removed. Ideally, dress for lab should include long pants and shoes that cover the entire foot.

7. Do not engage in horseplay such as tickling, throwing objects, squirting water, etc. Some of the most serious lab accidents have resulted due to this type of behavior. Misbehavior such as horseplay could result in your dismissal from the classroom and you may not be allowed to participate in future labs and activities.

8. If you cut yourself, spill a chemical on yourself, or receive a burn by touching a hot object, run cold water over the affected area, and you or your partner notify your teacher immediately.

9. Learn the location of the eye wash fountain and/or water faucets in your school lab. If a substance is splashed in your eyes, immediately use the eye wash fountain or a water faucet to rinse your eyes. This should not happen if you are wearing goggles. Wear safety glasses/goggles at all times in the lab unless your instructor specifically tells you that you do not need to wear them.

10. **Do not taste, touch, or smell any reagents** unless directed to do so by your teacher. When smelling chemicals or gases, use a wafting motion to direct the odor toward your nose. Extreme caution should be used when using a Bunsen burner. Keep your head and clothing away from the
flame and turn off the burner when it is not in use. Long hair should be tied back to avoid it catching on fire. If your clothing should catch fire, stop, drop, and roll while your lab partner notifies the instructor. Before leaving the lab, check to see that all gas valves and hot plates are turned off.

11. Keep flammable and combustible materials away from open flames. Some examples of flammable materials include alcohol, carbon disulfide, and acetone.

12. When heating a substance in a test tube, be careful not to point the mouth of the test tube at another person or yourself.

13. Use caution and the proper equipment to handle hot objects. Cool glass looks just the same as hot glass.

14. Handle chemicals carefully. Check the label of all bottles before removing the contents. Take only as much as you need. Do not return unused chemicals to reagent bottles. Report all spills or incorrect procedures to the teacher.

15. Handle toxic or combustible gases or chemicals only under the direction of the teacher. Use the fume hood when using these materials or when directed to do so.

16. Know the correct procedure for mixing acid solutions. **Always add the acid slowly to the water.** Never add water to a large amount of acid.

17. Never handle broken glass with your bare hands. Use a brush and dustpan to clean up broken glass. Dispose of the glass as directed by your teacher. Record and report all breakage or loss of apparatus to your teacher.

18. Breakage fees for glassware and equipment broken due to misuse will be charged to the student(s) responsible for the broken item(s) at the replacement cost.

19. Keep insoluble waste material out of the sink. Dispose of waste material as instructed by your teacher.

20. Work areas should be clean and tidy at all times. Only lab procedures, lab notebooks, pencils and sometimes calculators should be brought to the work area.

21. Aseptic technique (hand washing with antibacterial soap before and after the lab, disinfection of tables before and after the lab, and using the proper procedures for handling microbes) should be followed at all times when handling microbes) should be followed at all times when handling bacteria, protozoans, and fungi. Notify your teacher before you begin the lab of any health problems you have which may have compromised your immune system.

22. When an experiment is completed, always clean equipment and return it to the proper place. Clean your lab table.

23. Wash hands thoroughly with soap and water before leaving the lab.
24. Drinking during the lab is prohibited. Talking quietly is permitted, but it should not interfere with your work.

25. Do not let the potential hazards listed above make you afraid to participate in the lab. If instructions are followed and care is taken, the likelihood of an accident is greatly reduced. Labs are usually the most fun-filled part of any science course.
Additional Assignment #3

1. Begin by asking students to brainstorm on the following questions:
   - What have you taught someone in your family to do?
   - What could you teach a friend to do?
   - What are some things you consider yourself an expert at doing?
2. After students have thought, ask them to share their answers with partners. Invite them to add to their lists any ideas that their partners mention that they could also teach.
3. Call the class back together and ask the students to share their responses. Again invite students to add to their own lists when they hear ideas they had not considered but could also teach someone. Also, discuss the value of illustrations when learning how to do something new.
4. After the discussion, explain to the students they are to write instructions for one of their ideas as well as illustrate it using infographics. At this point just explain to the students that infographics will visually depict their instructions and that a full explanation will be given after the instructions have been written.
5. Discuss what is needed in a set of instructions to make them useful to the reader. Be sure the students talk about the following aspects of effective instructions:
   - They are in chronological order.
   - They include all the necessary materials for success.
   - They focus on just one process. For example, instead of telling how to use every application on a cell phone, just one application such as texting is explained.
   - They contain a variety of transitional words and phrases (rather than just a series of “and” followed by “and then”) to connect the steps.
   - They include warnings of potential problems in the more difficult steps.
   - They fill a need the reader has.
6. Hand out the rubric and discuss with the class how their instructions and infographics will be evaluated.
7. Tell the class to choose a topic and outline the steps for the process. Remind them to think of every detail as they write the steps. Circulate throughout the classroom, helping those who have trouble with deciding on a topic. Check that students are including detailed steps.
8. Before students begin writing, discuss writing an introductory sentence that explains why the reader would want to learn how to do this process. For example, if the student is writing about how to make chocolate chip cookies, he/she could start the essay by stating that cookies always sweeten bad news, for example telling parents of a poor grade. Ask students to volunteer their topics and as a class brainstorm on some possible sample sentences that show a need for the instructions.
9. After students have completed the writing activity, they will get with a partner and exchange paragraphs and infographics for peer review using the peer review sheet provided.

http://www.readwritethink.org/classroom-resources/lesson-plans/picture-worth-thousand-words-a-31141.html?tab=4#session2
Peer-Editing Checklist for Paragraph with Infographic

**Topic:**

1. What are these instructions teaching the reader to do?

2. What reason does the writer give in the introductory sentence for the reader to learn these instructions?

3. Are any steps missing? If so, what is missing?

4. Are all the steps in order? If not, what step(s) is/are out of order?

5. Are all the necessary materials mentioned? If not, what is missing?

6. What is on potential problem the writer warns about?

7. How does the writer say to overcome this challenge?

8. List any grammar or spelling errors you find.

http://www.readwritethink.org/files/resources/lesson-docs/Peer-Editing_Checklist_For_Instructions.pdf
# How-to Paragraph with Infographic Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is one clear, well-focused topic. The main idea stands out and is supported by detailed information.</td>
<td>The main idea is clear but the supporting information is general.</td>
<td>The main idea is somewhat clear but there is a need for more supporting information.</td>
<td>The main idea is not clear. There is a seemingly random collection of information.</td>
<td></td>
</tr>
<tr>
<td>Clarity of Instruction</td>
<td>All supportive facts are reported accurately. There is no room for mistakes when following directions.</td>
<td>Almost all supportive facts are reported accurately. The directions may need some clarifying.</td>
<td>Most supportive facts are reported accurately. The directions need a large amount of clarification.</td>
<td>NO facts are reported OR most are inaccurately reported. The directions cannot be followed as written.</td>
</tr>
<tr>
<td>Transitions</td>
<td>A variety of thoughtful transitions are used. They clearly show how ideas are connected.</td>
<td>Transitions clearly show how ideas are connected, but there is little variety.</td>
<td>Some transitions work well, but connections between other ideas are fuzzy.</td>
<td>The transitions between ideas are unclear or nonexistent.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>There are no misspellings or grammatical errors.</td>
<td>There are two or fewer misspellings and/or mechanical errors.</td>
<td>There are three misspellings and/or grammatical errors.</td>
<td>There are four or more spelling or grammar errors.</td>
</tr>
<tr>
<td>Pictures of Infographic</td>
<td>All graphics are related to the topic and make it easier to understand.</td>
<td>All graphics are related to the topic and most make it easier to understand.</td>
<td>All graphics relate to the topic.</td>
<td>Graphics do not related to the topic.</td>
</tr>
<tr>
<td>Attractiveness</td>
<td>Excellent use of font, color, and graphics enhances the instructions.</td>
<td>Good use of font, color, and graphics enhances the instructions.</td>
<td>The font, color, and graphics occasionally detract from the content.</td>
<td>The font, color, and graphics often distract from the content.</td>
</tr>
</tbody>
</table>

**Additional Assignment #4**

**The High School Student Resume Worksheet**

This packet is designed to ease some of the overwhelming feelings associated with compiling a workable resume. Over the course of the next week, you will work on filling out this packet. Once the packet is completed, you will have a brand new resume!

To ensure that you are understanding the material and assembling your information according to the different types of resumes we discussed in class, I will call you into a one-on-one meeting daily to discuss with you any questions, comments, or concerns you may have, as well as offer some suggestions to help you and your resume reach maximum potential.

On Friday, you will type up all of your information into a resume. While you are typing, we will have a formatting lesson to help you organize and format your resume.

Note that each worksheet in the packet will be graded as a daily grade. Your final, completed, typed, and printed resume will be your test grade for this week. It is due by the end of class on Friday. In order for you to complete your assignment on time, you must complete each section of the workbook before Friday. Since you will be working on this workbook in class and I will be checking your progress daily for a grade, there should be no reason why this assignment is not completed on time. As always, please come see me if there are any issues with this assignment and the due dates associated with it.

**Happy (Job) Hunting!**

**High School Student Resume Workbook:**
Additional Resources:


www.eslprof.com/handouts/Reading/FollowingInstructions.doc


“Storyboard Template in Word.” Google Search, Google, www.google.com/search?safe=strict&ei=IlwaXeyVNa5D9PwP5xNWG-AU&q=storyboard template word&oq=storyboard template&gs_l=psy-ab.1.1.0i71l8.0.0..4952...0.0..0.0.0.......0......gws-wiz.hQuj2wEj1A0


Editing Portfolio Table of Contents

- Portfolio Narrative
- Eva Claire Coffman Resume
- Eva Claire Coffman Editing Policy
- Document Resume for Delia Wadlington Cover Letter
- Delia Wadlington Cover Letter Copyedit
- Document Resume for Delia Wadlington Resume
- Delia Wadlington Resume Copyedit
- Document Resume for Carlie Blocker Application Letter
- Carlie Blocker Application Letter Copyedit
- Document Resume for Marty Parks Syllabus
- Marty Parks Syllabus Comprehensive Edit
- Document Resume for Cassie Cox Resume
- Cassie Cox Resume Editing Table and Levels of Edit
- Cassie Cox Letter of Testimony
Editing Course Reflection

I struggled to find pieces to edit once fiction and student works were taken out of the running. I am a teacher, with mostly teacher friends and family. I put out an all-call to everyone I knew outside of teaching to see if I could get anything not school or teacher related. I received: 2 dissertations, a heavily redacted dossier, a couple of flyers, and numerous resumes, cover letters, and college course syllabi. I guess my samples were the result of a lack of people in the business world. By the way, never ask a paralegal for samples. You get a lot of “a certain company” and “individuals”. It’s hard to edit something that has purposefully been made vague. I would have used professional emails, but my school district seems to prefer the “less is more” approach to emailing everyone in the district. Most of the emails I receive are a few sentences at most.

Because of my struggle to find non-education pieces to edit, I have decided to aim this paper, and my editing talents, towards those in the education field. My editing skills, paired with what I have learned in the ways of teaching writing skills, have made me realize that my talents lie in education. As much as I would love to entertain the idea of working for a company editing all of the technical and professional documents, I don’t think that is where my path leads. I just, simply, love teaching. I love the idea of teaching grammar and improving writing skills through editing workshops. I think if more students were taught to edit thoughtfully for their peers, their grammar and writing skills would improve before they realized what was happening. Editing someone else’s work gives you a sense of superiority, which is something that students love to feel. If the students can be taught to master the different editing types along with writing a thoughtful and polite letter to the author, they would not only learn the different grammar and sentence structure rules, but they would also learn how to
communicate on a level that doesn’t leave anyone feeling like they should never put pen to paper again.

I will confess I sometimes had my doubts when learning the different styles of editing throughout this semester. I did not understand at first why there was more than one style. Was the end result not the same? But as we learned each style and became more familiar with them, I learned why each one was important and when it was appropriate to use each one. The more I use the different styles of editing, the harder it is for me to choose which one I prefer over another. I like them all for the different things they offer for different samples. The copyediting is great for resumes, but the levels of edit style is also great for copyediting. Comprehensive editing, I found, was ideal for editing syllabi and cover letters.

The templates Dr. Heba gave us to help us learn and how to navigate the different styles were some of the most helpful templates I have ever seen. Any questions I may have had about a style were answered by simply filling in the fields or following the guidelines. I will be keeping those forever. They are game-changers in how I edit. When it comes to work, I am a highly structured person. Don’t get me wrong: I cherish the moments where I get to be creative and imaginative. But when it comes to being professional and accurate, I like my guidelines. I can get too deep into one thing if I don’t have an established plan.

I did not know about editing agreements or document resumes before this class. I would never have thought to create an editing agreement for editing things professionally. I am so glad that we were taught how to create one that fits our needs for (hopefully) potential jobs and clients. I like having something that protects me as an editor from being taken advantage of, but the agreement also protects any clients I may have.
I have to say, I appreciate learning how to create a document resume. It is a great way for me to keep up with what editing I have done on documents without having to go back and read through the original document. It also never occurred to me that it would be appropriate, professional, and considerate to have a letter accompanying an edited piece. Since we have been taught this, it only makes sense to send a letter with an edited document to further explain your edits, as well as to add a more personal touch for your clients.

I have always been a fan of editing. I am the one that my friends and family members send papers to for editing before turning them in. I now see that I was just mediocre before this class. I think the best thing about taking this class was editing a paper with my aunt. She is a retired newspaper editor and has always been our family’s editor-in-chief for college papers. We edited the same paper separately, and I was so excited to see that our edits were nearly identical (I even had a couple she missed). To me, that means that I reached a level that puts me almost even with someone I have always admired academically. I have always seen my aunt as this hyper-intelligent, misses-nothing super-editor. To know that my editing is almost on par with hers is a huge achievement in my book. I have worked for years for her to see me as someone she can engage with on a similar level. I do not think I could have reached that goal without this class and everything I have learned in it. I now have three classes from grad school that I can definitively say have had life-changing impacts on the way I teach and learn.

Just by teaching students to become better editors, we teach them writing skills, communication skills, professionalism, and compassion. In class, we were told that nobody likes to be told they are wrong, especially in regards to their writing. In a professional setting, telling a writer that their writing is not great and just pointing out every mistake can make for an uncomfortable work environment. In a classroom setting, when grading student papers, telling them that their writing is not great by pointing
out every mistake could make these children never want to write again, and even give them anxiety about having to write ever. They are just children. They have the rest of their lives where they will have to write things, and ruining writing for them in grade school just means that they have their whole lives to despair writing. The solution is to teach them the way Dr. Heba taught us in our editing class—editing using different styles and in a kind, polite manner that still results in better, clearer writing.
Eva Claire Coffman

1400 Arcastle Loop N, Southaven, MS 38671

Phone: (901) 491-7925      Email: clairewad27@gmail.com

Objective

Seeking a full-time position that will utilize my outstanding communication, editing, and writing skills in a career that focuses on collaboration and employee-employee and employee-consumer interpersonal relationships.

Experience

Teacher—Desoto County Schools 2014-Present

▪ Currently teach or have taught ACT Prep, Introduction to Theatre, Theatre II, and Debate classes.
▪ Assistant coach for the Speech and Debate team.
▪ Started a writing club for students who love to write or want to improve their writing skills.
▪ Assistant school testing coordinator.

Leasing Consultant—21 Apartments 2011-2012

▪ Rented apartments to students of Mississippi State University
▪ Helped create advertising campaigns for leasing promotions
▪ Communicated with current and potential clients

Assistant Teacher—Desoto County Schools 2005-2009

▪ Assistant teacher for a kindergarten class.
▪ Assistant teacher for a second grade class.
▪ In school suspension teacher for high school.

Education

Bowling Green State University 2018-Present

Master’s Degree in Professional Writing and Rhetoric.
University of Mississippi  
Present
Certification in Gifted English Education

College Board  
2019
AP English Language and Composition Summer Institute

Mississippi State University  
2011-2012
Graduated with a Bachelor’s Degree in Communications—Public Relations.

Northwest Mississippi Community College  
2005-2007
Graduated with an Associate’s Degree in English.

Skills

- Microsoft Office (Word, Excel, PowerPoint)
- CANVAS online
- Blackboard
- Adobe Creative Cloud systems
- Proofreading/Copyediting (Editing Policy upon request)
- Creative Writing
- Technical Writing
- Google (Gmail, Docs, Slides, Classroom)
- Developing and maintaining relationships with/between students and other faculty members and members of the community
- Document organization and filing
- Canva Digital Design Studio
Editing Policy for Claire Coffman

Editing Objective
As the Editor, it is my intention to ensure that the information I edit is grammatically correct, organized logically, and clearly articulated. This document will meet the writing standards of the Customer's chosen style guide and will follow Customer-specified guidelines for publishing. My duty as your Editor is to ensure that I have fulfilled all of your editing requirements.

Guidelines
The Chicago Manual of Style is the default style manual of the Editor; however, if you would like a document edited under a different style, please send a copy of the desired style guide along with editing specifications to the Editor.

Types of Information Edited
Types of documents this Editor agrees to review:

- **Advertising**: Brochures, posters, mailings, and newsletters.
- **Books**: Outline, first drafts, second drafts, and final drafts.
- **Letters and Memos**: Personal and professional; includes letters of recommendation, college and scholarship application essays, and company letters.
- **Online Information**: Hypertext, help texts, messages, panels, websites, blogs and other social media, and e-Learning modules.
- **Educational Documents**: Syllabi, curricula, and proposals.
- **Reports**: Outline, first drafts, second drafts, and final drafts.
- **Resumes**: Cover letters, resumes, curriculum vitae, and job applications.

*Any document not listed above can be discussed with Editor for consideration. If the Writer needs a document that is not listed above edited, please refer to the Project Questions below to expedite the consideration process.*

Schedule and Prioritization
For the Editor to consider your document, you must provide materials that have been proofread and are completed in entirety. The Editor will not consider documents that are incomplete or do not follow specified style guidelines.

The Writer must provide all information regarding the document to be edited before the scheduled edits are performed. Information may be submitted electronically or as a hard copy. If the Writer fails to submit all required information in a timely manner, the Editor retains the right to move on to the next scheduled project. The Writer may choose to have edits performed electronically or handwritten.

The Editor suggests the Writers schedule editing projects in advance. Any unscheduled projects will be addressed after completion of all scheduled projects, and unscheduled projects are charged an additional 20-50% fee, based on project needs and length of notice.

Time Needed
To provide an accurate timeline for edits, please answer the following questions. If you have any questions, please email the Editor for clarification.

1. Experience of Writer: ________________________________
2. Type of Information to be Edited: ________________________________

3. Audience for the Information: ________________________________

4. Publication Format: ________________________________

5. Degree of Editing (see below): ________________________________

6. Draft Level and Page Count: ________________________________

7. Edits Previously Completed: ________________________________

*NOTE: The Editor will provide an estimated timeline after all details have been reviewed.

Edit Checklist
Types of Edits Available:

- **Copy Edit**: Editing for grammar, usage, spelling, punctuation, and other mechanics of style; checking for consistency of mechanics and for internal consistency of facts; inserting head levels and approximate placement of art; editing tables, figures, and lists; notifying Designer of any unusual production requirements.

- **Policy Edit**: Editing to ensure the document meets all company/organization policies. This edit reviews page organization, comments, statements, logos, and document covers.

- **Mechanical Style Edit**: Editing that addresses the consistency and conformity of texts and figures, including capitalization, abbreviations, number usage, boldface/italics, and references/citations.

- **Integrity Edit**: Editing that ensures that the sections of the paper match in regards to: page numbers/sections and table of contents, figures/tables and labels, citations, and letter/number sequences. Anything beyond these edits will be covered in Substantive Edits.

- **Format Edit**: Editing that addresses any issues with the overall format of the document, including typeface specifications, spacing, columns/margins, justifications, indentations, continuity, image positioning, and page orientation.

- **Language Edit**: Editing that addresses spelling, grammar, punctuation, fluency, parallelism, conciseness, and word/image usage.

- **Substantive Edit**: Editing that is used for clarifying or re-organizing a manuscript for content and structure, including ensuring the complete presentation of the material, noting gaps, transpositions, and redundancies.

- **Screening Edit**: Editing that covers the basic standards set forth by the organization/company, including spelling, basic grammar, sentence structure/completion, figures, graph ordinates, and figures/labels.

*NOTE: The Editor will offer suggestions for document improvement. The Editor will not make any changes to the document unless requested by the Writer. Any other extraordinary editing services beyond the scope of the specified types of edit above can be performed, but will be dealt with on an as-requested basis. There will be an additional fee for these edits depending on the time involved and length of notice.
Post-edit Communication and Delivery
When the edits are complete, the Editor will return the document with comments and suggestions. The Editor will provide the document to the Writer with a list of all the Editor’s comments and suggestions by page number and line number. Editor-Writer conferences are available to discuss the suggested changes, if requested.

Payment
Rates are determined by project needs and scope. Normal rates are $25 US per hour. Payments will be made in full at the completion of services rendered. Any additional fees will be confirmed prior to the accepting of a project.

Contract
This contract may be changed only by written agreement between the Editor and the Writer. Signed by the parties to this agreement on ____________________________ (date).

Editor’s Signature: __________________________    Client Signature: __________________________
Claire Coffman
(901) 491-7925
clairewad27@gmail.com

Phone Number: __________________________    Email: __________________________
Client: Delia C. Wadlington

Audience: Potential Employers

Purpose

- To provide educational and job experience information to potential employers.
- To secure employment in the fields of research and document cataloging.

Editing Performed

- Offered suggestions for spacing between work experience and offered suggestions for spacing after section headings.
- Ensured language was as effective and powerful as possible by offering suggestions on word changes and rearrangement.
- Offered suggestions for including potential employer information to personalize the cover letter.
- Consulted Van Buren and Buehler's "Levels of Edit" for reference.

Value Added

- Educational and professional integrity of Delia Coffman best represented and maintained throughout
- Value of hiring Delia Coffman emphasized effectively
- Information about Delia Coffman represented effectively to maximize interest
- Information about the educational background and work experience represented effectively to exhibit her capabilities to perform essential job duties.
April 25, 2019

Harvard Law School Library
Langdell Hall
1545 Massachusetts Avenue
Cambridge, MA 02138

To whom it may concern:

I am excited to apply for the FRIDA Assistant position that you listed on your website. I believe my work experience in the legal field combined with my education in library science make me a strong candidate to work with the Faculty Research and Scholarly Support Services team at the Harvard Law School Library.

Having worked in law firms in both New York City and Boston, I am very familiar with legal terms and reference sources. I have no problem navigating library catalogs, databases, and other document delivery programs to fulfill users’ requests in a timely manner. I currently assist with both business development and legal research requests, in which I am able to prioritize tasks and negotiate deadlines for requests. As retrieving documents and organizing them in an accessible way was a large part of my role as a paralegal, as a records specialist, and in my current role doing legal research, cataloging materials is natural to me. My attention to detail and ability to perform well under pressure would make me an asset to the Law Library.

I enjoy the challenges of reference work and the satisfaction of helping library users retrieve the materials they need. I find using new programs and emerging technologies to be fun, as I enjoy that act of exploration, evaluation, and training others as necessary. Additionally, I have direct experience researching, pitching, and implementing new software for the benefit of the company. With my years of experience and with only three remaining electives to complete my master’s degree in Library and Information Science, I am well prepared to excel at the responsibilities of the FRIDA Assistant role.

I am looking for an opportunity to keep doing what I love in an environment where I can continue to grow and contribute. I would be thrilled to do so at the Harvard Law School Library. I hope to discuss the opportunity in greater detail at your convenience. I am available at 901-486-5716 or at deliacwadlington@gmail.com. Thank you for your time, and I look forward to hearing from you.

Sincerely,

Delia C. Wadlington
Client: Delia C. Wadlington

Audience: Potential Employers

Purpose

• To provide educational and job experience information to potential employers.
• To secure employment in the fields of research and document cataloging.

Editing Performed

• Offered suggestions for spacing between work experience and offered suggestions for spacing after section headings.
• Ensured language was as effective and powerful as possible by offering suggestions on word changes and rearrangement.
• Consulted Van Buren and Buehler's "Levels of Edit" for reference.
• Consulted online resume building resources to ensure accuracy of suggestions.

Value Added

• Educational and professional integrity of Delia Coffman best represented and maintained throughout
• Value of hiring Delia Coffman emphasized effectively
• Information about Delia Coffman represented effectively to maximize interest
• Information about the educational background and work experience represented effectively to exhibit her capabilities to perform essential job duties.
DELIA C. WADLINGTON
6 Arlington Street • Cambridge, MA 02140
901-486-5716 • deliacwadlington@gmail.com

EDUCATION

University of Missouri, Online
Master of Library and Information Science December 2019
GPA 4.0

New York University, New York, NY
Bachelor of Arts in Global Liberal Studies, Minor in German May 2016
GPA 3.8
• NYU Berlin, Germany, 2014-2015; NYU Florence, Italy, 2012-2013

LLNE Legal Research Instruction Program, Boston, MA April-May 2019
• Awarded ABLL Scholarship to attend this six-week program

EXPERIENCE

Analysis Group, Boston, MA
Business Development Research Intern January 2019-Present
• Assist analysts by conducting legal and business development research using various sources
• Prepare background reports on expert witnesses and potential clients in support of business development projects
• Search for and review expert materials and relevant decisions
• Organize and store expert and case-related materials for consultants and marketing team Epiq, Boston, MA

Records Specialist at DLA Piper August 2018-December 2018
• Assisted attorneys and staff with searches for case materials using multiple electronic databases
• Circulated, processed and archived physical and electronic files
• Trained staff on processing procedure and electronic database usage

Cohen & Gresser LLP, New York, NY
Paralegal June 2016-June 2018
• Conducted research using various search platforms; summarized and reported findings
• Maintained litigation documents and sources for attorneys on multiple electronic databases
• Edited and proofread documents; prepared documents for filing in court, depositions and attorney review
• Lead implementation of new IP management software and oversaw data transfer
• Managed IP portfolio including tracking, preparing and filing maintenance applications
• Trained staff on litigation paralegal duties and IP practice area duties

Deutsches Haus at NYU, New York, NY
Student Worker August 2015-May 2016
• Assisted visitors via phone, email and in person, answering questions about classes and services
• Ensured smooth daily operations by completing administrative duties as needed
• Directed and accommodated students and guests to classrooms, meetings and events

VOLUNTEER WORK

Sunnyside Community Services - Friendly Visitor Program, New York, NY August 2016-Present
Friendly Visitor (Caller)
• Converse weekly with senior citizens in the Meals on Wheels program through phone calls

SKILLS
• Proficient in German, Basic knowledge of Italian
• Office Suite
Client: Carlie Blocker

Audience: Arizona State University

Purpose

• To provide educational and job experience information to Arizona State University.
• To supplement application to the Special Education-Applied Behavior Analysis graduate program at Arizona State University.

Editing Performed

• Offered suggestions for grammar and punctuation errors to ensure coherence.
• Ensured language was as effective and powerful as possible by offering suggestions on word changes and rearrangement.
• Offered suggestions for word and phrase omissions to avoid redundancy.
• Consulted Van Buren and Buehler's "Levels of Edit" for reference.

Value Added

• Educational and professional integrity of Carlie Blocker best represented and maintained throughout
• Value of accepting Carlie Blocker into the Arizona State University graduate program emphasized effectively
• Information about Carlie Blocker represented effectively to maximize interest
• Information about the educational background and work experience represented effectively to exhibit her capabilities to perform coursework effectively and accurately.
My motivation behind applying for a MA in Special Education (Applied Behavior Analysis) is built upon the dreams and goals I set for myself during my educational and professional career. The personal goals I have set for myself are to always push myself to achieve my highest potential and one goal that I set for myself was to obtain a masters’ degree in a field that I could make a difference in a child’s life, like the many therapists made in my own. In my professional career, I made a goal and promise to myself that I would always strive to continue to learn and better my education and never get complacent in my career. I believe graduate school will play an essential role in furthering my education and helping me achieve the goals I have set for myself. I feel that my educational background and professional background have prepared me to obtain a MA in Special Education at Arizona State University. I am fulfilling goals that I have set for myself starting at very young age that I am determined to achieve in the field of Special Education.

There are many qualities that I believe that one should have to be able to work with with children with special needs. The main quality that I believe is the most important, is to be able to provide different strategies and techniques to meet their specific needs. While I was an undergraduate student at The University of Mississippi, I had an amazing experience being able to be apart of the HILL program. The HILL program provides intensive language therapy to young children with moderate to severe language disorders. The two children that I got to work with during the two months of this clinical program were diagnosed with Autism. Although they were very close in age, their behavior and emotional skills were not the same. I could not use the same strategies and techniques on both of the children. Their educational needs required me to get to know each child individually and respond differently to each one of them so that I could effectively help achieve their behavior, emotional, and academic goals. I believe the experience that I have gained being a part of this program has prepared me to begin my journey in becoming a Board Certified Behavior Analyst.

During my professional career as a Speech Therapist I have had the opportunity to work with children with many different disorders. There is one particular 4th grade student that I have enjoyed working with over the course of this school year. This child has been diagnosed with Autism. She is very energetic and always motivated to come to therapy. I support her through therapy and also during the times she has trouble communicating her feelings with her peers or teachers. In one particular instance, in her classroom all of the kids were playing a game and she did not win the game, she did not understand why she lost and the other child won and she exhibited unusual behavior within the classroom. I supported her by bringing her to my therapy room and coping with sensory items while calmly talking to her and explaining the game. Once she understood the game, she was able to go back to her classroom and play the game again and was very supportive of her fellow classmates that won the game. I was so proud in the way that she was able to be supportive even though she did not win the game.

I am interested in pursuing a graduate degree at this time because I know that my educational and professional career have prepared me well to begin my journey in becoming a Board Certified Behavior Analyst. With this program being an all online program I believe the key to be successful in this program is to have determination, time management, and motivation. These qualities are ones that I have obtained during my undergraduate studies. It is important to me to be successful within this program because my end goal of this program is to become a Board Certified Behavior Analyst and work for a children’s hospital once completing my masters’ degree in Special Education in Applied
Behavior Analysis. Arizona State University is the perfect fit for me to achieve my goals and dreams in this field of study. I thank you for your consideration and time.
Client: Marty Parks

Audience: Students of TKT 4183/6183

Purpose
• To provide information for the undergraduate and graduate classes learning the format and coursework for cooperative classes in vocational education
• Demonstrate the value in cooperative learning in vocational education

Editing Performed
• Revised formatting, organization, and language to help students understand the course.
• Ensured language was as effective and powerful as possible.
• Consulted Van Buren and Buehler's "Levels of Edit" for reference.
• Consulted syllabus formatting guides set forth by Mississippi State University to ensure document met school requirements for syllabi.

Value Added
• Educational and professional integrity of Marty Parks best represented and maintained throughout
• Educational and professional integrity of Mississippi State University best represented and maintained throughout
• Value of using Mississippi State University’s teacher education program and additional benefits emphasized effectively
• Information about instructor and credentials represented effectively to maximize interest in the TKT 4183/6183 program
• Information about the course represented effectively and clearly to ensure student understanding of the coursework
<table>
<thead>
<tr>
<th>Evaluation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Development</strong></td>
<td>The information is complete, with the exception of the “Exam” section content, which is empty</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>Document is typical of a college course syllabus in terms of organization and content; some content needs to be reworked for clarification</td>
</tr>
<tr>
<td>Sections</td>
<td>“Exam” section has required course textbook information and no information about the exam; required course text needs to be moved from the end of the document closer to the beginning of the document</td>
</tr>
<tr>
<td>Paragraphs</td>
<td>Some paragraphs have issues with wordiness, point of view, and structure</td>
</tr>
<tr>
<td><strong>Visual design</strong></td>
<td></td>
</tr>
<tr>
<td>Page Design</td>
<td>Page design is clear and well-formatted; “Coordination of Part-Time Education” seems to be outside of the margins</td>
</tr>
<tr>
<td>Headings</td>
<td>Headings are appropriately placed and clearly read/understood</td>
</tr>
<tr>
<td>Color</td>
<td>No color needed for document</td>
</tr>
<tr>
<td>Illustrations/(Graphics)</td>
<td>No illustrations or graphics needed for document</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td></td>
</tr>
<tr>
<td>Word choice</td>
<td>Some words need to be changed for clarity purposes</td>
</tr>
<tr>
<td>Sentence structures</td>
<td>Some sentences need to be reworked for clarity purposes</td>
</tr>
<tr>
<td>Grammar</td>
<td>Some grammar errors need to be addressed</td>
</tr>
<tr>
<td>Punctuation</td>
<td>Some punctuation errors need to be addressed</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Some mechanical errors need to be addressed</td>
</tr>
<tr>
<td>Spelling</td>
<td>No noticeable spelling errors</td>
</tr>
</tbody>
</table>
8 May 2019

From: Eva Claire Coffman

To: Mrs. Marty Parks

Dear Mrs. Parks:

I have made some suggestions regarding your course syllabus. Your content and organization is strong. Your syllabus follows the typical course syllabus format in terms of course information and expectations. I think we can clarify some of the expectations of your students by just reworking some of the sentences. Below I have further explained some of my suggestions regarding paragraph and sentence structure. Some of the paragraphs are difficult to comprehend. I have highlighted those. The content is strong, but the structure of the sentences is hard to follow. Here are my suggestions on how to clarify those paragraphs. Most of my suggestions simply to change the sentences from passive to active voice, and/or change the point of view to remain consistent with the rest of the document.

- The Methodologies section: I think this section can be clarified by changing the point of view from first person to second person to keep it consistent with the rest of the document. Some of the sentences are hard to understand in regards to expectations for specific assignments and prerequisites of this course. The tone is more informal and might be improved by changing the point of view.
- Reading within the text: This paragraph is written in passive voice and is overly complicated. It can be clarified by changing it to: “Author’s Intent. Read the text as the author wrote it, noting the author’s use of descriptors and vocabulary.”
- Reading upon the text: This paragraph is written in passive voice and is overly complicated. Consider changing to: “Comprehension. Summarize the text using your own words and analysis.”
- Reading against the text: This paragraph is written in passive voice and is overly complicated. Consider changing to: “What’s Missing? Look for points not mentioned in the text that would support or refute the author’s claims. Research unanswered questions within the text.”
- The paper: This paragraph is overly complicated. Consider changing to: “Each critique should be a summary of your chosen article using the three techniques discussed above. The critique should be typed, and should not exceed two pages. The cover page for each critique is not included in the page count, but should include the article citation.”

The remaining suggestions I have submitted to you concern minor errors, like switching “which” and “that” or punctuation errors. There was one instance of a misused word, and I offered a replacement in the comments. The one thing I saw was the required course textbook information in the “Exam” section. There was no information about the exam. The textbook information will be easily seen if it is moved closer to the beginning of the syllabus, under the “Catalog Description” section.

Please let me know if you have any questions regarding the suggestions I have made to your syllabus. I will be happy to discuss these suggestions with you and answer any questions you may have.

Sincerely—

Eva Claire Coffman
Summer 2004

COURSE SYLLABUS

TKT 4183/6183 Coordination of Part-Time Education

Credit: 3 Semester Hours

Catalog Description:
Three hours lecture. Principles of promotion, organization, and operation of part-time cooperative classes in vocational education; instruction in analyzing needs, preparing a schedule of processes, developing instructional materials.

Rationale for the Course
In recent years, more and more schools have expanded “schooling” into the work environment. Educators in the 21st century must not only be able to lead student into this transition, but also understand the changing dynamics which are taking place in the workplace. This class will supply learners with the basic tools needed to accomplish this goal while addressing issues that are taking place in “work” today.

Objectives:
The student will be able to
1. Formulate a concept of the total job of the cooperative education coordinator.
2. Demonstrate an understanding of the terms unique to the cooperative education program.
3. Plan a cooperative education program to accomplish stated objectives.
4. Communicate with the public about the cooperative education program.
5. Adhere to MDE policies and guidelines in the selection and placement of students.
6. Demonstrate an understanding of how to work with an advisory committee.
7. Select and maintain occupational specific work sites that provide the best possible training.
8. Work with employers to create an initial and on-going training plan.
9. Explain how to serve as advisor to a student organization.
10. Evaluate the effectiveness of the local cooperative education program.
11. Research various topics of cooperative education utilizing various resources, including the Internet.

Course Pedagogy
It is recognized that course participants have a rich history of experiences which have contributed to their understandings, beliefs, and values. Assuming the role as facilitator, I hope to incorporate these vivid experiences into the teaching/learning process while at the same time promote the making of new meanings and the re-interpretation of previously held values, beliefs, and understandings. However, for the pedagogy to be successful, participants must develop a deep understanding of course readings, be reflective, and be active participants in the learning process.

Methodology
Although this particular class would certainly be enhanced by “round table” discussion brought about by your personal experience, we will attempt to replicate this on WebCT. We will attempt to travel
thorough this virtual space in an orderly fashion, but with technology, things can go array, so let us all be prepared for whatever comes our way.

As observed later in the syllabus, the assignments may vary differently from what you may have previously expected. I feel that as educators you know how to do lesson and training plans. You will receive examples of cooperative plans and I feel the need to replicate these is unfounded; however, if a student does not feel he/she is competent in this particular area please inform me and we will act accordingly. This class is designed so students go into the field and view/learn from cooperative teachers in the field.

Assignments and Expectations

Expectations
I hope the following assignments are understood by all; however, please feel free to contact me if you have questions. As we get started, it is also a wise idea when you have a question to ask fellow learners. This is a class that utilizes technology, not a class on the use of technology. It is expected that all participants in this class have the knowledge and expertise to operate WebCT.

In the next week I will provide a calendar which you can locate on this WebCT which will have due dates for all assignments. Please note that I will not take assignments that are turned in late. (Yes, it is shown the time and date each assignment is sent) In my traditional classes I expect work on time and in a virtual class I have the same expectations.

All of your work will be turned in to my email on WebCT, not to my msstate e-mail address. Again, please feel free to ask questions while we attempt to start this class.

The book was ordered by continuing education and should be in but if you have trouble finding it you can easily obtain it in 2 to 3 days from amazon.com and other online distributors.

Assignments

1. Research Paper (20 %)
Each student will write a research paper dealing with any issue of cooperative education. Although this gives each much freedom, remember the paper must show some degree of separation to cooperative education. The topic must be approved by the instructor. This paper should contain no fewer than 5 documented sources and done in APA format. The minimum length of this paper is 8 pages of text for undergraduate and 12 pages of text for graduate students. A cover page and reference page will be included; however, they will not be included in the length of the paper. I would strongly advise not to wait until the last few days to attempt this project.

2. Field Research (20 %) Each student will interview one coordinator of part-time instruction. Interviews should be no less than one hour and audio recorded for clarity. Since this is not a qualitative class, I will not expect these tapes to be fully transcribed; however, I will expect a rich and thick descriptive analysis of them. The interview will be condensed and put in paper format. This paper should explain from a “real” perspective what cooperative education is. I am sure many that you interview will be doing things differently and this will be of value to all to explore these real life situations. You will post this paper for all learners so that everyone can share in your personal discovery.
   - Cover Page (including student name, date, and class title)
   - Text (five pages minimum)
3. Journal Critique: (20 pts.) This assignment requires you to critique articles that are related to the direction of this class. Articles from non-scholarly mass periodicals such as newspapers, newsletters, and magazines are not acceptable. Undergraduate students will be responsible for four critiques while eight critiques will be expected of graduate students. Below are the instructions for this exercise.

This assignment requires you to read within, upon, and against the text.

Reading within the text Begin by reading the text within the author’s intent. To accomplish this you must identify the words and the meaning of words employed by the author. Words have different meanings within different systems and to read within the text requires you to move beyond your world of understanding and to enter the descriptive reality of the writer.

Reading upon the text: This step requires you to become an active co-producer in the construction of knowledge by interpreting the writer’s words through your own set of words and meanings. In this sense you are re-telling the story through summarization. Through this process of summary you are constructing new knowledge you produce a personal commentary on the text.

Reading against the text: Complete the reading by displacing the text by searching out and citing what you consider to be absences in the writer’s work. This requires you to analyze the content not in terms of what is there, but rather what is not—what is missing. In this sense you are asserting your own power and voice from a position outside that of the text and engaging the material from a position of your choosing, not the writer’s.

The paper: After engaging in your multiple readings you produce a written paper that critiques the article. In your critique you should summarize the work and discuss the absences. The paper may not exceed two pages, typewritten or word processed, and double-spaced. (This does not include cover page, which will include article citation).

Example

5. Textbook Discussion & Responses (30%)
Each student will be expected to read the text and reply to chapter questions which I will provide. I will post one overall philosophical question from each chapter and you will reply on the discussion board. Hopefully, this will be an engaging exchange of ideas and ideologies. Everyone is expected to participate in this exercise. A calendar will be included with assignments and questions at a later date.

Every student is required to respond to no less than three other participants in this class on every question. I do not require that you read every chapter question submitted by all in this class due to the extreme time consumption; therefore, I only insist that you respond to at least three. In this way people will perhaps get feedback on what they are saying, and hopefully you will learn something new. Most of these questions will be philosophical in nature so I expect we will get some varied answers; however, evidence must be shown of an understanding of the text. Your experience should be an important part in this process but if it is evident that a participant has little or no knowledge of the text, he/she will be graded accordingly.
6. Exam (10%)

Client: Cassie D. Cox

Audience: Potential Employers

Purpose

- To provide educational and job experience information to potential employers.
- To secure employment in the fields of research and document cataloging.

Editing Performed

- Offered suggestions for formatting to maximize readability of resume.
- Ensured language was as effective and powerful as possible by offering suggestions on word changes and rearrangement.
- Offered suggestions for word and phrase omissions to avoid redundancy and increase readability of resume.
- Consulted Van Buren and Buehler's "Levels of Edit" for reference.
- Consulted online resume building resources to ensure accuracy of suggestions.

Value Added

- Educational and professional integrity of Cassie Cox best represented and maintained throughout
- Value of hiring Cassie Cox emphasized effectively
- Information about Cassie Cox represented effectively to maximize interest
- Information about the educational background and work experience represented effectively to exhibit Cassie Cox’s capabilities to perform essential job duties.
**Education**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Date</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A. Theatre</td>
<td>Regent University</td>
<td>December 2017</td>
<td>3.91</td>
</tr>
<tr>
<td>Gifted Certification</td>
<td>University of Mississippi</td>
<td>December 2014</td>
<td>4.0</td>
</tr>
<tr>
<td>M.Ed. In Literacy</td>
<td>University of Mississippi</td>
<td>May, 2013</td>
<td>4.0</td>
</tr>
<tr>
<td>B.A. in Secondary English</td>
<td>University of Mississippi, Oxford, MS</td>
<td>May 12, 2007</td>
<td>3.45</td>
</tr>
<tr>
<td>Education/Minor in Theatre</td>
<td>Northeast Mississippi Community College, Booneville, MS</td>
<td>May 2005</td>
<td>3.58</td>
</tr>
<tr>
<td>A.A. in English</td>
<td>Tishomingo County High School</td>
<td>May 2003</td>
<td>3.04</td>
</tr>
</tbody>
</table>

**License**

Mississippi Educator’s License, Class AA
Supplemental Endorsements: Drama/Theatre, Gifted Certified Literacy Specialist

**Theatre Credits/Emphasis**

- 2019
  - Stage Manager for Kudzu Playhouse’s production of *Mamma Mia*
  - Crew for Mid-America Theological Seminary’s Passion Play
  - Director for Southaven High School’s production of *You Can’t Take it With You*

- 2018
  - Director for Southaven High School’s production of *Rock of Ages*
  - Stage Manager for Kudzu Playhouse’s production of *Hunchback of Notre Dame*
  - Director for Southaven High School’s production of *Harvey*

- 2017
  - Director for Southaven High School’s production of *25th Annual Putnam County Spelling Bee*
  - Stage Manager for Kudzu Playhouse’s production of *Mary Poppins*
  - Director for Southaven High School’s production of *Big Fish*

- 2016
  - Director for Southaven High School’s production of *45 Seconds*
from Broadway

- Director for Southaven High School’s production of *Hands on a Hardbody*

2015

- Director for Southaven High School’s production of *Musical Comedy Murders of 1940*
- Director for Southaven High School’s production of *Steel Magnolias*
- Stage Manager for Kudzu Playhouse’s production of *Sweeney Todd*
- Director of Southaven High School’s production of *Drowsy Chaperone*

2014

- Director of Southaven High School’s production of *Don’t Drink the Water*
- Director of Southaven High School’s production of *Bye Bye Birdie*

2013

- Director of Southaven High School’s Production of *A Christmas Carol*

2011

- Co-Director of Southaven High School’s production of *Twelve Angry Jurors*
- Co-Director of Southaven High School’s production of *You have the Right to Remain Dead*

2010

- Co-Director of Southaven High School’s production of *Almost, Maine*
- Production Stage Manager for Oxford Shakespeare Festival
- Stage Manager for Oxford Shakespeare Festival’s *Hamlet*
- Stage Manager for Oxford Shakespeare Festival’s *The King and I*

2009

- Production Stage Manager for Oxford Shakespeare Festival
- Stage Manager for Oxford Shakespeare Festival’s *Cymbeline*
- Stage Manager for Oxford Shakespeare Festival’s *Iolanthe*

2008

- Stage Manager for Kudzu Playhouse’s production of *The Importance of Being Earnest*
- Stage Manager for Oxford Shakespeare Festival’s *HMS Pinafore*
- Assistant Stage Manager for Oxford Shakespeare Festival’s *Much Ado About Nothing*

2007

- Stage Manager for Ole Miss Opera Theatre’s *Die Fledermaus*

2006

- Stage Manager for Oxford Shakespeare Festival’s *Pirates of*
Penzance

- Assistant Stage Manager for Oxford Shakespeare Festival's *Midsummer Night’s Dream*

2005

- Stage Manager for NEMCC’s *Oklahoma!*
- Stage Manager for NEMCC’s *The Weatherman*

2004

- Stage Manager for NEMCC’s 2004 One Acts
- Stage Manager for NEMCC’s *The Night Thoreau Spent in Jail*

2003

- Stage manager for NEMCC’s 2003 One Acts

**Work History**

<table>
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<tr>
<th>Secondary Theatre and Gifted English Teacher, Dual Enrollment Theatre Appreciation (with Northwest Community College)</th>
<th>Southaven High School, Southaven, MS</th>
<th>August 2007-present</th>
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<tr>
<td>Stage Manager/Assistant Stage Manager Oxford Shakespeare Festival, Oxford, MS</td>
<td>Summer 2010, 2009, 2008 &amp; 2006</td>
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<tr>
<td>Office Worker/Housekeeping Gulfshore Baptist Assembly, Pass Christian, MS</td>
<td>Summer 2005 &amp; 2004</td>
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**Memberships**

- International Thespian Association

**Honors, Awards and Recognitions**

- SHS chosen as the recipient of the American Theatre Wing’s 2017 Andrew Lloyd Webber Classroom Resource Grant for a new lighting system for Southaven High School auditorium.
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Client Testimonial

Date: May 14, 2019

Claire Coffman
Southaven High School
Southaven, MS 38671

Dear Claire,

Thank you so much for reviewing my resume. Your sharp eye for formatting helped me to make my resume more easily understood. The attention to detail was also very much appreciated. I did not notice some of the silly errors that I made as far as typing, down to the more detailed spacing issues and font issues. I really appreciate you taking the time to comb over the resume in its entirety. I recently used my resume reformatted with your suggestions to apply for a job with the Mississippi Arts Commission. While I will not know the results of my application for some time, I have heard that my job application has been pushed to the next stage of the hiring process, and I believe I have you to thank. I truly appreciate your hard work and your knack for technical writing.

Sincerely,

Cassie D. Cox

Cassie D. Cox
Southaven High School
Southaven, MS