

TEACHING WRITING:

Structure and Style

Course Completion Packet



Institute for
Excellence in
Writing

Listen. Speak. Read. Write. Think!

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TEACHING WRITING:

Structure and Style

Course Completion Packet

A compilation of all practicum exercises needed to become fully trained in our methodology

Course Completion Checklist

- Use this checklist to complete the practicum assignments toward becoming an accredited instructor of the Structure and Style® Writing Method found in *Teaching Writing: Structure and Style* Second Edition (TWSS2).
- Use the *Seminar Workbook* for reference.

UNIT 1 (NOTE MAKING AND OUTLINES)

- ☐ Unit 1 Booklice Key Word Outline (KWO)
- ☐ Unit 1 Tell-Back Signature

UNIT 2 (WRITING FROM NOTES)

- ☐ Unit 2 Booklice Checklist
- ☐ Unit 2 Booklice Paragraph
- ☐ Unit 2 Infrasound and Elephants Key Word Outline
- ☐ Unit 2 Infrasound and Elephants Checklist
- ☐ Unit 2 Infrasound and Elephants Paragraph

UNIT 3 (RETELLING NARRATIVE STORIES)

- ☐ Unit 3 The Fox and the Crow Story Sequence Outline
- ☐ Unit 3 The Bat and the Nightingale Story Sequence Outline
- ☐ Unit 3 The Bat and the Nightingale Checklist
- ☐ Unit 3 The Bat and the Nightingale 3-Paragraph Story

UNIT 4 (SUMMARIZING A REFERENCE)

- ☐ Unit 4 Elephant Report Key Word Outline
- ☐ Unit 4 Elephant Report Checklist
- ☐ Unit 4 Elephant Report Paragraph

UNIT 5 (WRITING FROM PICTURES)

- ☐ Unit 5 Bird and Hose Key Word Outline
- ☐ Unit 5 Lady Mixing Key Word Outline
- ☐ Unit 5 Lady Mixing Checklist
- ☐ Unit 5 Lady Mixing 3-Paragraph Story

UNIT 6 (SUMMARIZING MULTIPLE REFERENCES)

- ☐ Unit 6 Elephants Mini Books Key Word Outline
- ☐ Unit 6 Elephants Mini Books Checklist
- ☐ Unit 6 Elephants Mini Books Paragraph

UNIT 7 (INVENTIVE WRITING)

- ☐ Unit 7 Cotton Balls Key Word Outline
- ☐ Unit 7 Cotton Balls Checklist
- ☐ Unit 7 Cotton Balls 5-Paragraph Essay

UNIT 8 (FORMAL ESSAY MODELS)

- ☐ Unit 8 Elephant Essay Outline
- ☐ Unit 8 Elephant Essay Checklist
- ☐ Unit 8 Elephant 5-Paragraph Essay
- ☐ Unit 8 Bibliography

UNIT 9 (FORMAL CRITIQUE)

- ☐ Unit 9 The Fox and the Crow Checklist
- ☐ Unit 9 The Fox and the Crow 5-Paragraph Critique

Page numbers in this course completion packet are not sequential because they correspond with those in the *Teaching Writing: Structure and Style Seminar Workbook*.

Unit 1: Booklice

Booklice

Booklice are tiny insects that eat mold and mildew in old books and on papers and maps. They also crawl around on floors, bookshelves, windowsills, and walls looking for moist places where mold abounds. A booklouse is usually less than two millimeters long. But don't just look for booklice; listen for them too. To attract a mate, the female of one species makes an audible clicking when it strikes its abdomen against paper or wood. So if you should ever hear faint creaking or light tapping noises on the library shelves, you won't be imagining things. The place is just "alive" with booklice.

INSTRUCTIONS

- Read the text "Booklice."
- Create a key word outline (KWO) with a maximum of one line per sentence and three key words per line.
- After you complete your outline, find an editor. Using your KWO, tell him or her about the paragraph, verbally making sentences out of key words. You do not have to repeat it verbatim.
- Have your editor sign your key word outline.

Unit 1: Booklice Key Word Outline

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Tell-Back Signature _____

Unit 2: Booklice Checklist

INSTRUCTIONS

- Using your key word outline and without looking back (unless you really need to), write one paragraph on “Booklice,” using all six dress-ups.
- Be sure to mark the dress-ups by underlining them. (Only underline one of each even though you may have more.)

Name: _____

Source Text: Booklice

STRUCTURE

- | | |
|---|---------------|
| <input type="checkbox"/> Name and date in upper left-hand corner | _____ (4 pts) |
| <input type="checkbox"/> Composition double-spaced | _____ (2 pts) |
| <input type="checkbox"/> Title centered and repeats 1–3 key words of final sentence | _____ (2 pts) |
| <input type="checkbox"/> Checklist on top, final draft, rough draft, key word outline | _____ (2 pts) |

STYLE Each paragraph must contain at least one of each element of style.

- | Dress-Ups (underline one of each) | (5 pts each) |
|--|---------------|
| <input type="checkbox"/> -ly adverb | _____ (5 pts) |
| <input type="checkbox"/> <i>who-which</i> clause | _____ (5 pts) |
| <input type="checkbox"/> strong verb | _____ (5 pts) |
| <input type="checkbox"/> <i>because</i> clause | _____ (5 pts) |
| <input type="checkbox"/> quality adjective | _____ (5 pts) |
| <input type="checkbox"/> <i>www.asia</i> clause | _____ (5 pts) |

MECHANICS

- | | |
|---|--------------|
| <input type="checkbox"/> capitalization | _____ (1 pt) |
| <input type="checkbox"/> end marks and punctuation | _____ (1 pt) |
| <input type="checkbox"/> spelling and usage | _____ (1 pt) |
| <input type="checkbox"/> complete sentences (Does it make sense?) | _____ (1 pt) |

Total: _____ / 44

Unit 2: Infrasound and Elephants

Infrasound and Elephants

In 1984 Katy Payne first realized that elephants communicated with infrasound, sound below the level of human hearing. Her observations sparked research into infrasonic elephant communication. Human hearing stops at 20 hertz, a frequency about four steps down from the lowest note on a standard piano.* Because elephant vocal cords are so large, they can emit sounds from 1 to 20 hertz. Elephants use these calls, also called rumblings, to communicate with each other over long distances. Under the right atmospheric conditions, elephant calls can be heard six miles away. They use them to call for help, warn of danger, or find a mate. This long-distant communication may also help ensure that elephant herds space themselves far enough apart to provide adequate vegetation for the herd's needs.

*The lowest note on a standard piano, called A0 or First Tone, has a frequency of 27.5 hz. The threshold for infrasound is a fourth lower than that, which would be E natural.

INSTRUCTIONS

- Read the text “Infrasound and Elephants.”
- Create a key word outline with a maximum of one line per sentence and three key words per line.
- Using your key word outline, retell the paragraph to someone.

Unit 2: Infrasound and Elephants

Key Word Outline

Name _____

Date _____

Infrasound and Elephants

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Unit 2: Infrasound and Elephants Checklist

INSTRUCTIONS

- Using your key word outline and the checklist, write one paragraph on elephant infrasound, including all six dress-ups.
- Be sure to mark the dress-ups by underlining them. (Only underline one of each even though you may have more.)

Name: _____

Source Text: Infrasound and Elephants

STRUCTURE

- | | |
|---|---------------|
| <input type="checkbox"/> Name and date in upper left-hand corner | _____ (4 pts) |
| <input type="checkbox"/> Composition double-spaced | _____ (2 pts) |
| <input type="checkbox"/> Title centered and repeats 1–3 key words of final sentence | _____ (2 pts) |
| <input type="checkbox"/> Checklist on top, final draft, rough draft, key word outline | _____ (2 pts) |

STYLE Each paragraph must contain at least one of each element of style.

Dress-Ups (underline one of each)

(5 pts each)

- | | |
|--|---------------|
| <input type="checkbox"/> -ly adverb | _____ (5 pts) |
| <input type="checkbox"/> <i>who-which</i> clause | _____ (5 pts) |
| <input type="checkbox"/> strong verb | _____ (5 pts) |
| <input type="checkbox"/> <i>because</i> clause | _____ (5 pts) |
| <input type="checkbox"/> quality adjective | _____ (5 pts) |
| <input type="checkbox"/> <i>www.asia</i> clause | _____ (5 pts) |

MECHANICS

- | | |
|---|--------------|
| <input type="checkbox"/> capitalization | _____ (1 pt) |
| <input type="checkbox"/> end marks and punctuation | _____ (1 pt) |
| <input type="checkbox"/> spelling and usage | _____ (1 pt) |
| <input type="checkbox"/> complete sentences (Does it make sense?) | _____ (1 pt) |

Total: _____ / 44

Unit 3: The Fox and the Crow



INSTRUCTIONS

Fill in “The Fox and the Crow” Story Sequence outline demonstrated by Andrew Pudewa.

The Fox and the Crow

One morning a plain black crow sat on a branch holding in her beak a piece of cheese.

Along came a fox, who had smelled the cheese. The fox came and stood under the tree, saying politely to the crow, “Good morning, my friend. My, how well you are looking today!”

The crow was very pleased at this, but of course she could not reply because of the cheese she held in her mouth.

“Your eyes are the most beautiful I have seen,” the fox went on, “and your feathers—how black and glossy they are.”

The crow was even more pleased, but still she said nothing. She just sat on her branch and swelled with pride.

“I have been told,” he continued, “how beautifully you sing, and I should like so much to hear you! Your voice could not possibly be so lovely as your feathers, but if it were, why, you would be the most wonderful bird in the world! Do sing just a few notes for me, won’t you?”

This was too much for the crow. She opened her beak wide, cawed loudly, and dropped the cheese right into the mouth of the waiting fox.

“Thank you so much!” said the fox, eating the cheese. “Your song was very ugly, but your cheese was delicious. Perhaps next time you won’t be so ready to believe everything you hear.” With that, the fox laughed and trotted off into the woods.

Unit 3: The Fox and the Crow

Story Sequence Outline

Name _____

Date _____

The Fox and the Crow

CHARACTERS/ SETTING

Who—like? situation
 When } image
 Where } mood

I. _____

1. _____

2. _____

3. _____

4. _____

BRAINSTORM STYLE AND CREATE WORD LISTS

Brainstorm -ly adverbs.

The fox _____ly
 eyed the cheese.

The crow _____ly
 (sat) on her branch.

The fox _____ly
 gobbled the cheese.

CONFLICT/PROBLEM

What - want/need?
 - think?
 - say?
 - do?

II. _____

1. _____

2. _____

3. _____

4. _____

Ban weak verbs:

saw

said

sat

CLIMAX/RESOLUTION

How solved?
 Moral/Message
 Epilog
 (dénouement)

III. _____

1. _____

2. _____

3. _____

4. _____

_____ fox

_____ crow

_____ tree

_____ cheese

INSTRUCTIONS

Using the fable, create a key word outline based on the Story Sequence Chart, with a maximum of five lines per Roman numeral and three key words per line.

The Bat and the Nightingale A Chinese Fable

There once lived a bat on the banks of the River Li. By day he hung tightly by his toes from the limb of a leafy tree. By night he patrolled the air on fluttering wings, feasting on mosquitoes.

There lived, too, in that same tree by the same river a nightingale. Like the bat, she slept away the harsh daylight hours, but by night she sang. She warbled with such beauty that the emperor and his royal court came nightly to the banks of the River Li to listen. The sweetness of her song echoed in their hearts. Because of her remarkable talent, the nightingale grew vain and began to belittle her neighbor, the bat.

"Aren't you ashamed of yourself?" she asked. "Flitting about, eating mosquitoes, singing not a note—what kind of life is that?"

In pursuit of a mosquito, the bat did not respond at once. He swooped, he swallowed, and only then did he reply. "It's an important life."

And he was off again, darting swiftly in the thickening dusk.

"Important?!" cried the nightingale in disbelief. "Look at my life. Why, I sing for the emperor himself." She preened her feathers proudly. "What is catching mosquitoes to that?"

The bat flew by once more. "If it were not for me, the emperor would never come to the riverbank."

"What nonsense," scoffed the nightingale. "He doesn't come because of you. He comes to listen to my music."

The bat did not reply, but he smiled to himself. The next night he did not take to the air as usual. Instead, he watched from his perch in the tree as the nightin-



gale began her evening serenade. Her song was more beautiful than it had ever been before.

Wrapped up in the music of her own making, the nightingale did not notice that her royal audience was becoming restless, the emperor shifting uncomfortably from one foot to another. A horde of hungry mosquitoes was attacking the royal entourage, biting arms and ears and faces. The emperor and his court finally fled for the palace, tripping over their silken robes as they slapped wildly at the swarming insects. No one remained to hear the nightingale's lovely performance.

The bird sat in silence for a very long while. "Bat, my friend, you are right," she finally admitted. "You, too, have a valuable talent. It is true that only I can sing for the emperor, but it is also true that I can do it only with your help."

So the two then worked in harmony. The nightingale sang while the bat caught mosquitoes, and the emperor and his royal court returned once more to the banks of the River Li to listen to the heavenly melodies in comfort.

Unit 3: The Bat and the Nightingale

Story Sequence Outline

Name _____

Date _____

The Bat and the Nightingale

CHARACTERS/ SETTING

Who—like? situation
 When } image
 Where } mood

I. _____

1. _____

2. _____

3. _____

4. _____

CONFLICT/PROBLEM

What - want/need?
 - think?
 - say?
 - do?

II. _____

1. _____

2. _____

3. _____

4. _____

CLIMAX/RESOLUTION

How solved?
 Moral/Message
 Epilog
 (dénouement)

III. _____

1. _____

2. _____

3. _____

4. _____

BRAINSTORM STYLE AND CREATE WORD LISTS

Ban weak verbs:

sat

ate

ran

Brainstorm -ly adverbs.

The n. _____ly
 sang.

The emperor _____ly
 fled.

Brainstorm quality adj.
 (find nouns and describe)

_____ forest

_____ nightingale

_____ bat

_____ emperor

Unit 3: The Bat and the Nightingale Checklist

INSTRUCTIONS

- Using your key word outline and the checklist, summarize the story in three paragraphs.
- Be sure to mark the dress-ups by underlining them. (Only underline one of each even though you may have more.)

Name: _____

Source Text: "The Bat and the Nightingale"

STRUCTURE

- | | |
|---|----------------|
| <input type="checkbox"/> Name and date in upper left-hand corner | _____ (2 pts) |
| <input type="checkbox"/> Composition double-spaced | _____ (1 pt) |
| <input type="checkbox"/> Title centered and repeats 1–3 key words of last sentence | _____ (2 pts) |
| <input type="checkbox"/> Story follows Story Sequence Chart. | _____ (15 pts) |
| <input type="checkbox"/> Each paragraph (section of the story) contains at least 4 sentences. | _____ (15 pts) |
| <input type="checkbox"/> Checklist on top, final draft, rough draft, key word outline | _____ (1 pt) |

STYLE Each paragraph must contain at least one of each element of style.

- | ¶ 1 | ¶ 2 | ¶ 3 | Dress-Ups (underline one of each) | (3 pts each) |
|--------------------------|--------------------------|--------------------------|-----------------------------------|---------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -ly adverb | _____ (9 pts) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | who-which clause | _____ (9 pts) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | strong verb | _____ (9 pts) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | because clause | _____ (9 pts) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | quality adjective | _____ (9 pts) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | www.asia clause | _____ (9 pts) |

MECHANICS

- | | |
|--|---------------|
| <input type="checkbox"/> capitalization | _____ (2 pts) |
| <input type="checkbox"/> end marks and punctuation | _____ (2 pts) |
| <input type="checkbox"/> spelling and usage | _____ (2 pts) |
| <input type="checkbox"/> complete sentences | _____ (2 pts) |

Total _____/98

Unit 4: Elephant Report

The following text is from the “Elephants” article in the *World Book Encyclopedia*.

KINDS OF ELEPHANTS

African elephants are larger than Asian elephants. Wild African elephants live only in Africa south of the Sahara.

An African elephant is about the same height at the shoulder and the rump. Its back dips slightly in the middle. Adult African bull (male) elephants stand about 11 feet (3.4 meters) tall at the shoulder and weigh about 12,000 pounds (5,400 kilograms). The cows (females) are about 9 feet (2.8 meters) tall and weigh about 8,000 pounds (3,600 kilograms). The largest known elephant, an African bull, measured 13 feet 2 inches (4.01 meters) tall. The heaviest elephant ever weighed was over 14,500 pounds (6,600 kilograms).

Most African elephants have dark gray skin. Their forehead forms a smooth curve. Their ears measure as wide as 4 feet (1.2 meters) and cover their shoulders. Both the bulls and cows have tusks. The tusks of most African bulls grow from 6 to 8 feet (1.8 to 2.4 meters) long and weigh 50 to 100 pounds (23 to 45 kilograms) each. The tusks of most of the cows weigh from 15 to 20 pounds (7 to 9 kilograms) each. The longest tusk of an African elephant measured 11½ feet (3.5 meters), and the heaviest weighed 293 pounds (133 kilograms).

The trunk of an African elephant has two fleshy, fingerlike structures on the tip. The skin of the trunk has deep wrinkles. African elephants have four or five toes on each forefoot and three toes on each hind foot. A loose fold of skin joins the hind legs and the sides of the body. Asian elephants do not have this fold.

There are two types, or subspecies, of African elephants—forest elephants and bush elephants, also known as savanna elephants. Bush elephants, which live in most countries south of the Sahara, are larger and have heavier tusks. Forest elephants live in Cameroon, Côte d'Ivoire, the Republic of the Congo, and other countries of central and western Africa. Both kinds of African elephants inhabit forests, grasslands, mountains, swamps, and shrubby areas. Many scientists consider the two types of African elephants to be separate species. Some scientists argue that there is a third species of African elephant, the west African elephant, that inhabits forests and savannas in western Africa.

Asian elephants live only in southern and southeastern Asia. They are found in forests and jungles of Cambodia, China, India, Indonesia, Malaysia, Myanmar, Sri Lanka, Thailand, and Vietnam.

Asian elephants have an arched back that is slightly higher than the shoulder and the rump. An adult Asian bull stands from 9 to 10½ feet (2.7 to 3.2 meters) tall at the shoulder and weighs up to 8,000 pounds (3,600 kilograms). The largest known Asian bull measured 10 feet 8 inches (3.3 meters) tall. Asian cows stand about 8 feet (2.4 meters) tall and weigh about 6,600 pounds (3,000 kilograms).

Most Asian elephants have light gray skin and may have pink or white spots. An Asian elephant has two humps on its forehead just above the ears. The ears are about half as large as those of an African elephant and do not cover the shoulder. Most Asian bulls have tusks that grow from 4 to 5 feet (1.2 to 1.5 meters) long. However, some Asian males, called makhnas, have no tusks, and many Asian females have none. Other Asian females have extremely short tusks called tushes.

The trunk of an Asian elephant has smoother skin than that of an African elephant and only one fingerlike structure on the tip. Most Asian elephants have five toes on each forefoot and four on each hind foot.

Excerpt from “Elephant” in World Book Advanced © 2014 World Book, Inc. By permission of the publisher. All rights reserved. www.worldbookonline.com

MLA Bibliography Citation

Moss, Cynthia. “Elephant.” *World Book Advanced*. World Book, 2014. Web. 20 October 2014.



African elephant



Asian elephant

Unit 4: Elephant Report Key Word Outline

INSTRUCTIONS

- Using the information in “Kinds of Elephants,” create a key word outline.
- Remember, the topic sentence and the clincher sentence must repeat or reflect 2–3 key words.

Name _____

Date _____

Source: *World Book*: “Kinds of Elephants”

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Clincher

Unit 4: Elephant Report Checklist

INSTRUCTIONS

Using the checklist below, write one paragraph from your key word outline on kinds of elephants.

Name: _____

Source Text: "Kinds of Elephants"

STRUCTURE

- | | |
|--|---------------|
| <input type="checkbox"/> Name and date in upper left-hand corner | _____ (1 pt) |
| <input type="checkbox"/> Composition double-spaced | _____ (1 pt) |
| <input type="checkbox"/> Title centered and repeats 1–3 key words of final sentence | _____ (1 pt) |
| <input type="checkbox"/> Topic-clincher key words repeat or reflect (highlighted or bold). | _____ (5 pts) |
| <input type="checkbox"/> Each paragraph contains at least 4 sentences. | _____ (2 pts) |
| <input type="checkbox"/> Bibliographic information on source included | _____ (1 pt) |
| <input type="checkbox"/> Checklist on top, final draft, rough draft, KWO | _____ (1 pt) |

STYLE Each paragraph must contain at least one of each element of style.

Dress-Ups (underline one of each)

(3 pts each)

- | | |
|---|---------------|
| <input type="checkbox"/> -ly adverb | _____ (3 pts) |
| <input type="checkbox"/> <i>who-which</i> clause | _____ (3 pts) |
| <input type="checkbox"/> strong verb | _____ (3 pts) |
| <input type="checkbox"/> quality adjective | _____ (3 pts) |
| <input type="checkbox"/> <i>www.asia.b</i> clause | _____ (3 pts) |

Sentence Openers (numbered; one of each)

(3 pts each)

- | | |
|--|---------------|
| <input type="checkbox"/> [1] subject | _____ (3 pts) |
| <input type="checkbox"/> [2] prepositional | _____ (3 pts) |
| <input type="checkbox"/> [3] -ly adverb | _____ (3 pts) |
| <input type="checkbox"/> [4] -ing opener | _____ (3 pts) |
| <input type="checkbox"/> [5] clausal (<i>www.asia.b</i>) | _____ (3 pts) |
| <input type="checkbox"/> [6] v.s.s. (2–5 words) | _____ (3 pts) |

MECHANICS

- | | |
|--|--------------|
| <input type="checkbox"/> capitalization | _____ (1 pt) |
| <input type="checkbox"/> end marks and punctuation | _____ (1 pt) |
| <input type="checkbox"/> spelling and usage | _____ (1 pt) |
| <input type="checkbox"/> complete sentences | _____ (1 pt) |

Total _____/49

Unit 5: Bird and Hose Key Word Outline

Key Point: Topic Sentence = Central Fact of Picture

Name _____

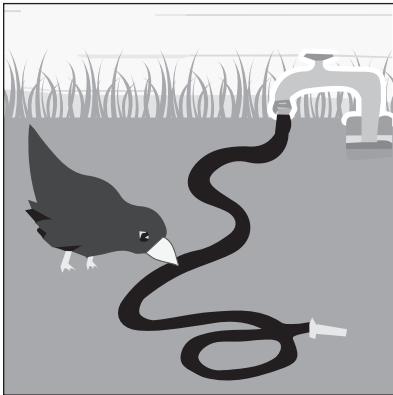
Date _____

INSTRUCTIONS

Using the brain questions listed, create a key word outline for each picture.

BRAIN QUESTIONS

who?	what think?	what feel?	why?	before?	outside?
where?	what say?	what do?	how?	after?	hidden?



I. Central Fact = _____

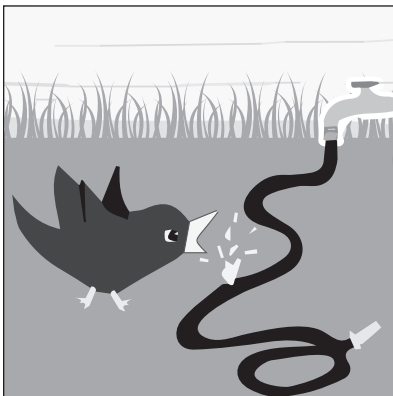
1. _____

2. _____

3. _____

4. _____

Clincher



II. Central Fact = _____

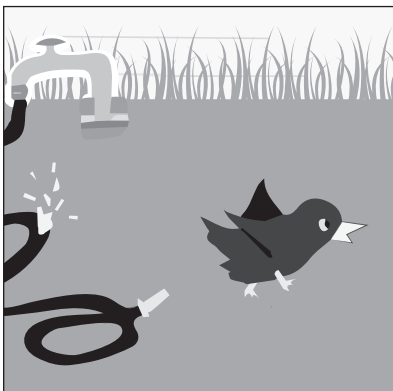
1. _____

2. _____

3. _____

4. _____

Clincher



III. Central Fact = _____

1. _____

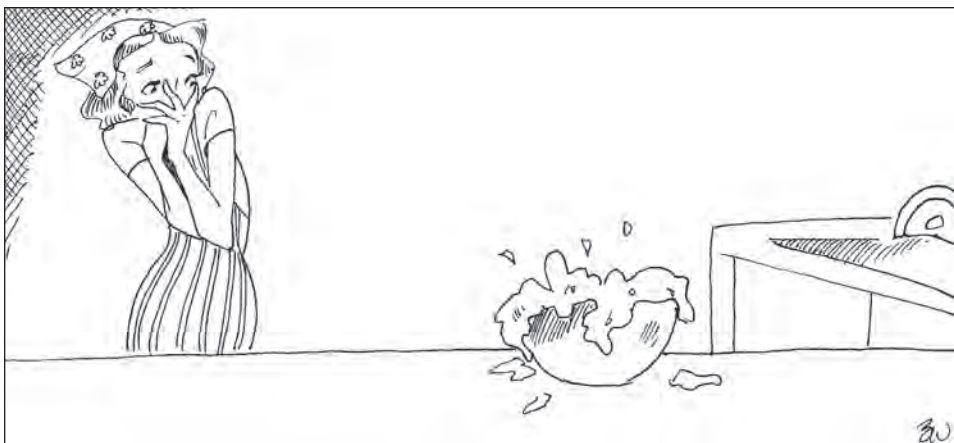
2. _____

3. _____

4. _____

Clincher

Unit 5: Lady Mixing Pictures



INSTRUCTIONS

Using the brain questions listed on the next page, create a key word outline for each picture.

Unit 5: Lady Mixing Key Word Outline

Name _____

Date _____

Key Point: Topic Sentence = Central Fact of Picture

BRAIN QUESTIONS

who?

where?

what?

▪ think

▪ say

▪ do

?

when?

why?

how?

before?

after?

outside?

hidden?

I. Central Fact = _____

1. _____

2. _____

3. _____

4. _____

Clincher

II. Central Fact = _____

1. _____

2. _____

3. _____

4. _____

Clincher

III. Central Fact = _____

1. _____

2. _____

3. _____

4. _____

Clincher

Unit 5: Lady Mixing Checklist

Name: _____

Pictures:

Lady Mixing

Date: _____

STRUCTURE

- | | |
|--|---------------|
| <input type="checkbox"/> Name and date in upper left-hand corner | _____ (1 pt) |
| <input type="checkbox"/> Composition double-spaced | _____ (1 pt) |
| <input type="checkbox"/> Title centered and repeats 1–3 key words of final clincher | _____ (2 pts) |
| <input type="checkbox"/> Topic-clincher sentences repeat or reflect 2–3 key words (highlighted or bold). | _____ (6 pts) |
| <input type="checkbox"/> Checklist on top, final draft, rough draft, KWO | _____ (2 pts) |

INSTRUCTIONS

Using your key word outline and the checklist, write one paragraph for each picture.

STYLE Each paragraph must contain at least one of each element of style.

¶ 1 ¶ 2 ¶ 3 Dress-Ups (underline one of each) (2 pts each)

- | | |
|---|---------------|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -ly adverb | _____ (6 pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>who-which</i> clause | _____ (6 pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> strong verb | _____ (6 pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> quality adjective | _____ (6 pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>www.asia.b</i> clause | _____ (6 pts) |

¶ 1 ¶ 2 ¶ 3 Sentence Openers* (numbered) (2 pts each)

- | | |
|--|---------------|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [1] subject | _____ (6 pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [2] prepositional | _____ (6 pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [3] -ly adverb | _____ (6 pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [4] -ing opener | _____ (6 pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [5] clausal (<i>www.asia.b</i>) | _____ (6 pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [6] v.s.s. (2–5 words) | _____ (6 pts) |

*Sentence openers may be marked in brackets before each sentence if typed. The number of sentence openers required depends on the number of sentences present in the paragraph.

¶ 1 ¶ 2 ¶ 3 Decorations and Triples (“dec” or “trip” in margin or italics if typed) (2 pts each)

- | | |
|--|---------------|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> One of the following per paragraph: question, alliteration, conversation, simile/metaphor, dramatic opening/closing, 3sss | _____ (6 pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> One triple per paragraph | _____ (6 pts) |

MECHANICS

- | | |
|--|---------------|
| <input type="checkbox"/> capitalization | _____ (2 pts) |
| <input type="checkbox"/> end marks and punctuation | _____ (2 pts) |
| <input type="checkbox"/> spelling and usage | _____ (2 pts) |
| <input type="checkbox"/> complete sentences | _____ (2 pts) |

Total _____/98

Unit 6 Outlines: Elephants Mini Books

Name: _____

Date: _____

INSTRUCTIONS

Using the mini books on Elephants, complete the Unit 6 process.

- Skim through the five Elephant mini books, and determine what topics are covered in each book.
- Choose one topic, and create a key word outline from each book that has that topic. (Not all the books need to be used.) Be sure to limit the details collected from each book: No more than five lines of detail per book.
- Create a fused outline by choosing five to seven details from the key word outlines collected from each book.
- Write a paragraph from the fused outline using the Unit 6 checklist.
- Bibliography page example: *Elephants*. Institute for Excellence in Writing, 2001. Print.

POSSIBLE TOPICS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

a. Elephants

- I. _____
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

b. The Elephant Kingdom

- I. _____
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

c. If You Can Teach It!

- I. _____
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

d. Warfare and Hunting

- I. _____
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

e. Elephants of the Skeleton Coast

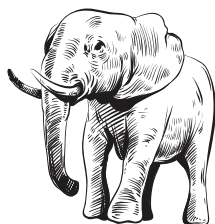
- I. _____
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

FUSED OUTLINE

- I. _____
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 - (6.) _____
 - (7.) _____

Clincher

LM1a



ELEPHANTS

There are two elephant species. While one variety lives in Africa, the other inhabits Asia. Considerably larger and more aggressive, both males and females of the African type have tusks. In Asia the species is smaller and females have no tusks. Carrying out heavy labor in many countries, most Asian elephants have been domesticated. Consequently, circus and zoo elephants are inevitably from Asia. Since African elephants refuse to be tamed, they will not work for man. Surprisingly, the two elephant species are entirely different.

In appearance an elephant—and especially its trunk—is impressive. Surely it is the largest and most useful nose in the world. Two fingers at the end of it can pick up peanuts, crack the shells, and pop nuts into the mouth. In addition, an elephant can fill the trunk with water and give himself a shower. Showering the babies becomes a regular duty of the mother. The lengthy and powerful trunk is what you first notice about the appearance of the elephant.

Before 1988 people did not know that elephants could hear two octaves below humans and therefore could communicate in infrasound. Infrasound refers to sounds of low frequency, too low for the human ear. Normally, humans can hear sounds in a range of ten octaves. Above that—higher frequency—is called ultrasound. Dolphins can hear four octaves above what humans can hear. Consequently, they hear in the ultrasonic range, which is a higher frequency. Over the last few years, people have designed machines to record and reproduce ultra- and infrasound, so humans can hear them.

Peculiar behavior suggested that elephants could hear what humans could not. Strangely a herd might engage in simultaneous and sudden, silent, and synchronized activities. From five miles away related families could arrive within minutes of each other at a watering hole. Suddenly a herd would take flight when a human ear had heard nothing. Since one hundred animals might suddenly stop, spread their ears, and freeze in their tracks for as long as a minute, it seemed they had heard something when no sound had been made. Freezing suggested listening. Freezing predicted sound. Freezing indicated hearing.

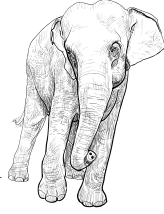
In family behavior elephants are remarkably cooperative. When one is sick, the others bring her berries, leaves, and branches to eat. They will try to raise the sick one back to her feet. Undoubtedly, protecting the young arouses the strongest emotion within the matriarchal family, because the scream of a calf will create a rush of relatives to the rescue. Rumbling in infrasound, one female will call more distant relatives to help. Such rumbling is the strongest of all infrasonic calls. By their helpful behavior, elephants demonstrate close kinship ties.

MLA Citation:

Elephants. Institute for Excellence in Writing, 2001. Print.



LM1b



THE ELEPHANT KINGDOM

Elephants appear majestic. They are huge. Holding their tusks aloft in sniffing posture, few sights are as picturesque as elephants inhaling the intriguing smell of humans. Equipped with mighty, massive muscles in the trunk, an elephant can uproot an average tree. After the trunk, the ears are most notable. While excellent for hearing, the huge ears are also utilized as fans to cool the body. Unusually, the teats to suckle the young are located between the front, not the hind legs as with cows and horses. Elephants resemble mammoths. They appear mammoth.

Among elephant species may be found the largest and most stately four-footed animals in the world. Ranging from 2,000 to 4,000 kilos, elephants consume tons of food. Since most Asian elephants have been domesticated, few remain in the wild. In India they were the animals of royalty. Rarely can one see the roaming herds in Asia which are common to Africa. While most African elephants live in game reserves and parks, the truly wild ones have disappeared because farmers hate them when they damage their crops. Poachers slaughter them for ivory. The truly wild elephant species have vanished from the planet.

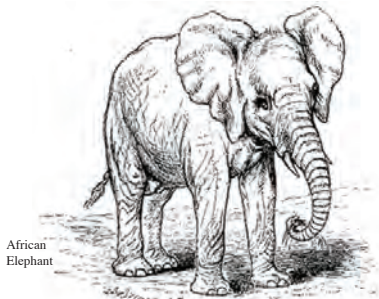
Elephant behavior is astonishing. Throughout life elephants never forget a human who has hurt them. Throwing him with their trunks, they will hold a man down and stamp on him with both front feet. Normally elephants like humans. They never forget a kindness either. That is why friendly humans call the elephant the gentle giant. Undoubtedly massive, yet elephants normally behave as gently as kittens.

Elephant infrasound, which humans can not hear, is called rumbling. Elephant sounds which people can hear include barks and snorts, trumpets, roars and growls. Trumpeting indicates anger. While a snort exclaims, "Get off my grass!" a roar shouts, "Where are you?" and a growl warns, "Be careful!" These sounds are for conversation when grazing together. Clearly the advantage of infrasonic rumbling is that it can be heard five kilometers away, even when in a forest.

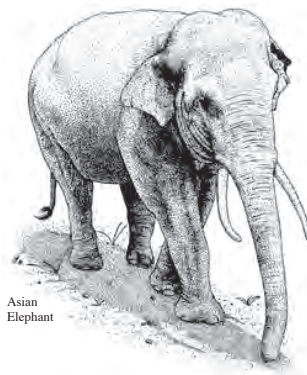
Elephants need a kingdom. They like water in their habitat. In their desire to escape the slaughter of humans, some elephants have chosen to live in the Namibian desert. They dig for water. Employing tusks and trunk, they dig wells one meter deep in the sand. Since calves can not reach the water, adult relatives fill their trunks and pour water into the baby's mouth. After the elephants depart, many other animals come to drink before the drifting sand covers the wells. Sadly, poachers have significantly decreased the population from hundreds to dozens. If the elephants become extinct, many other animals will die of thirst. Unfortunately, humans pursue elephants into the harshest, driest, and hottest habitat on earth. Leave the elephant kingdom alone!

MLA Citation:

The Elephant Kingdom. Institute for Excellence in Writing, 2001. Print.

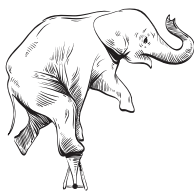


African
Elephant



Asian
Elephant

LM1c



IF YOU CAN TEACH IT!

Eagerly scientists wished to test the hearing of elephants. In infrasonic recordings of 400 elephant calls, the human ear could only hear 100. In another experiment, a man five kilometers from the water hole played the mating call of the female elephant, Zita. Two bulls, Pablo and Hannibal, were drinking at the water hole and playfully splashing each other while a woman video taped them. Although she could not hear the mating song when the man played it, Pablo and Hannibal did. They lifted their heads and stiffened, spread their ears and froze. Immediately both swung off in the direction of the recording to find Zita. Rumbling in the infrasonic range, elephants hear five kilometers away.

Elephant behavior demonstrates that they can be forgiving. In India a trainer beat Puka, his domesticated elephant, for being overly playful. When the trainer's baby was crawling on the verandah, Puka grabbed and swung the child high in the air with his trunk. Puka held him there. In desperation the trainer patted and stroked his friend begging, pleading, and wailing, "Puka please! My love! Puka forgive!" Slowly and gently, Puka lowered the infant to the ground. Crying loudly, the toddler shouted for another ride. Puka ambled away. He rumbled, "Hopefully that is the end of that." Puka's behavior demonstrated that an elephant may not forget but can forgive.

Obviously elephant species are mammals because they meet the five conditions which define mammals. They breathe air, are warmblooded, and have live young which suckle. All mammals grow hair. While it is hard to see, they do grow scattered long hairs eight to ten centimeters

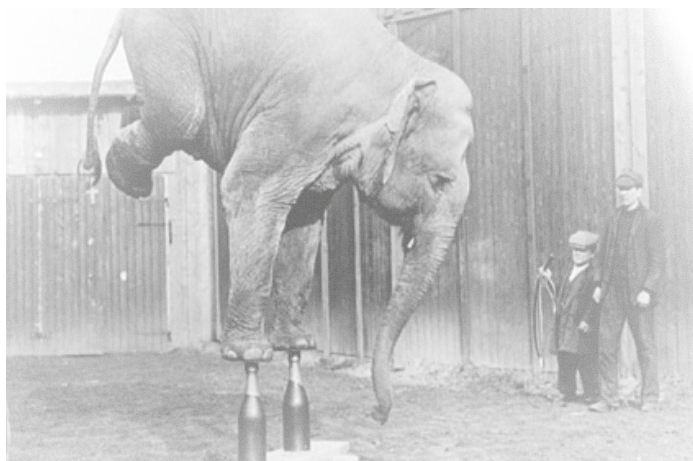
apart over their bodies. Some years ago it became stylish for Canadian youths to wear elephant hair bracelets. Fortunately they are banned because they encouraged the slaughter of the elephant species.

Basically the social group is the herd which forms the extended family. When the vegetation is wonderfully lush, the herd may move together. Usually however, elephants travel in family groups of ten to fifteen. They are nuclear families. Consisting of a grandmother, a few sisters, their children, and possibly some cousins, one nuclear family is related to all others in the herd. Seven to ten of these small groups form one herd. In scientific language these families are called bond groups. Together the bond groups form one society

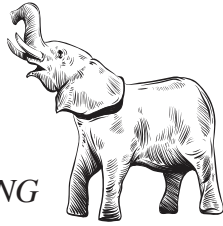
Asian elephants can be domesticated. Before railways they were the major means of transport. India became famous for her canopied two-seaters on an elephant's back, while the driver sat on the head. Normally they are the machines in Asian logging. Humans provide skill, elephants labor. Men cut the trees. Elephants haul them. In addition they dragged the immense rocks which were used in the construction of castles, fortresses, and temples. One elephant equals fifty horsepower. They are powerfully built. Elephants are clever. If you can teach it, domesticated elephants can learn it.

MLA Citation:

If You Can Teach It! Institute for Excellence in Writing, 2001. Print.

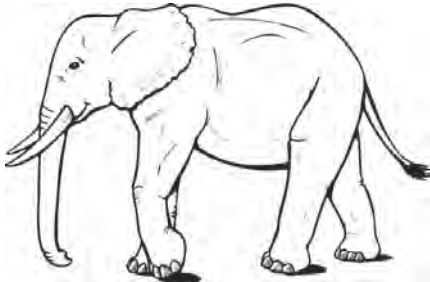


LM1d



WARFARE AND HUNTING

In appearance the elephant is unusual. His size is awesome. Weighing up to 4,000 kilos, an elephant moves without making a noise. He walks as quietly as a mouse. When moving within a meter of a hunter, an elephant will not be heard. Did you know an elephant sleeps standing up? Probably it is too much work getting 4,000 kilos down for the night and up again in the morning. Numerous African countries have adopted the animal as a national symbol, and in Swaziland the queen mother is called the she-elephant. In appearance, the elephant is the symbol of massive muscle and majestic might.

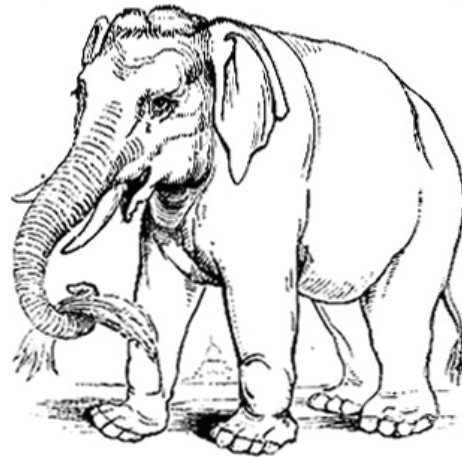


Elephant families are matriarchal. The nuclear family or bond group is headed by a matriarch and consists of females, except for male calves, which stay with their mothers until able to wander alone. They are one-parent families. Normally mothers have help in child-raising from female relatives. Grazing in twos but rarely more, males are generally loners. In many societies males provide protection, but because of their immense size, elephants have few enemies. Less protection is necessary. As a matriarchal society, the oldest female or grandmother will become matriarch of the nuclear family.

Normally females do the talking while the males listen. Mating calls of females occur in the infrasonic range. Since it always takes the same form, it may be called a song. Mating songs may last for thirty minutes. By using infrasonic rumblings, family groups keep track of each other, and mothers, sisters, and baby sitters communicate about the welfare of calves. Belonging to one herd, family groups talk over long distances. They coordinate movement. By talking and listening matriarchal families, which may be five kilometers apart, can agree to meet at the watering hole.

Occasionally every society behaves cruelly. Elephants are no exception. When the dominant male or king of the herd becomes old, he is challenged by youths ambitious for his position. Upon occasion, two young brothers will cooperate to drive the old chief away. Wandering alone and usually bad-tempered, the former patriarch becomes a rogue elephant because he has been rejected by his subjects. Such social behavior is unfortunate.

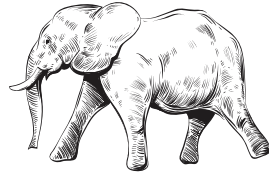
Domesticated elephants often have been enlisted in human wars. In India armies regularly boasted an elephant cavalry which could be employed to batter down the gates of fortresses. Frequently forts were equipped with long protruding iron spikes to prevent battering. When the African general, Hannibal, invaded the Roman Empire about 2,000 years ago, the very sight of the elephants terrorized the European soldiers. Mounted on their stately beasts, Indian kings enjoyed the excitement of tiger hunting. It was a royal sport. Possibly elephants were first domesticated for warfare and hunting.



MLA Citation:

Warfare and Hunting. Institute for Excellence in Writing, 2001. Print.

LM1e



ELEPHANTS ON THE SKELETON COAST

When the social group gathers together, a dominant male becomes patriarch. The society is hierarchical. Lords and ladies must be respected and obeyed by youths. Whenever two elephants meet, both know which is superior. Grazing bond groups keep relationships friendly through constant communications. After temporary separation, bond groups greet with intense excitement, rumbling, whirling in circles, and trumpeting. Stranger groups merely demonstrate politeness as if one murmurs, “Good Morning” and the other replies, “How are you?” There is little more. When the chief grows old, he will be challenged by young males. Quickly a new king will take over leadership of the herd. Matriarchs of the bond groups resemble the Canadian provincial premiers with considerable power, while the king elephant is governor-general or ceremonial head of the social group.



In appearance elephants are unique when compared with other animals. The teats are different. Teats which suckle the young are located between the front legs. Clearly they are unlike cows and horses, or sheep and goats, which have become domesticated mammals. The tusks are different. Who else owns such mighty ones? Weighing up to 350 kilos, the tusks may be used to strip bark from trees, dig for water, or as defence against predators. The tragedy is different. Unfortunately tusks have become the elephant's tragedy because humans seek ivory and slaughter the animals for it. Banning trade in ivory becomes essential to prevent extinction. While elephants are endangered, they appear uniquely different.

When elephants expel their old leader, they behave cruelly. The rogue's friends have left. His teeth are rotting. He eats slowly. Around the game lodges in Africa, lonely old rogues eat vegetable garbage and visitor handouts. Pulling down trees across the road, one old rogue named Pickles constantly blocked traffic. Pathetically Pickles seemed to be crying out, “Look at me! I'm still young enough to topple trees.” Expulsion of old rogues seems to be cruel behavior.

Elephants must be caught to be domesticated. Occasionally, covered pits are dug into which they fall. At other times they are driven by fire, noise, or gunshots toward an enclosure which is constructed strongly of stone. In a third method trained elephants may be used to attract a wild one. While domesticated animals keep a wild one interested, humans can fasten chains on its legs and tie it to a tree where it is held during the furious anger which follows its capture. Taming permits humans to train the animal to work for them.

Elephants in Namibia live in a desert habitat. Normally elephants inhabit forests or park lands which are regions of mixed trees and grass. In the Skeleton Coastal Park of the Namibian desert, water holes may be seventy kilometers apart. Feeding grounds might be sixty kilometers from water. Although elephants can go without drinking four days, they must not become lost temporarily, or they will dehydrate. Rumbling in infrasound over long distances assists families to find water and each other. Believing that these animals have developed special skills for survival, scientists fear that if they become extinct, no other elephants could repopulate. Since they dig water holes which other species use, if the former disappear, they will take into extinction a whole animal world. An elephant kingdom is in decline. Will we witness its fall? The Skeleton Coast of Namibia provides a unique habitat and kingdom for the elephants of the desert, because it is their last refuge from mankind.

MLA Citation:

Elephants on the Skeleton Coast. Institute for Excellence in Writing, 2001. Print.

Unit 6: Elephant Mini Books Checklist

Name: _____

Topic: _____

INSTRUCTIONS

Using your fused key word outline and the checklist, write one paragraph.

STRUCTURE

- | | |
|--|---------------|
| <input type="checkbox"/> Name and date in upper left-hand corner | _____ (1 pt) |
| <input type="checkbox"/> Composition double-spaced | _____ (1 pt) |
| <input type="checkbox"/> Title centered and repeats 1–3 key words of last sentence | _____ (1 pt) |
| <input type="checkbox"/> Topic-clincher sentences repeat or reflect 2–3 key words (highlighted or bold). | _____ (5 pts) |
| <input type="checkbox"/> Each paragraph contains at least 6 sentences. | _____ (6 pts) |
| <input type="checkbox"/> Bibliography page properly formatted | _____ (2 pts) |
| <input type="checkbox"/> Checklist on top, final draft, rough draft, bibliography page, KWO | _____ (1 pt) |

STYLE Each paragraph must contain at least one of each element of style.

¶ 1 Dress-Ups (underline one of each) (2 pts each)

- | | |
|--|---------------|
| <input type="checkbox"/> -ly adverb (dual -ly adverbs) | _____ (2 pts) |
| <input type="checkbox"/> <i>who-which</i> clause (invisible <i>w-w</i>) | _____ (2 pts) |
| <input type="checkbox"/> strong verb (dual verbs) | _____ (2 pts) |
| <input type="checkbox"/> quality adjective (dual adjectives) | _____ (2 pts) |
| <input type="checkbox"/> <i>www.asia.b</i> clause | _____ (2 pts) |

¶ 1 Sentence Openers* (numbered in margin or [brackets]) (2 pts each)

- | | |
|--|---------------|
| <input type="checkbox"/> [1] subject | _____ (2 pts) |
| <input type="checkbox"/> [2] prepositional | _____ (2 pts) |
| <input type="checkbox"/> [3] -ly adverb | _____ (2 pts) |
| <input type="checkbox"/> [4] -ing opener | _____ (2 pts) |
| <input type="checkbox"/> [5] clausal (<i>www.asia.b</i>) | _____ (2 pts) |
| <input type="checkbox"/> [6] v.s.s. (2–5 words) | _____ (2 pts) |

* The number of sentence openers required depends on the number of sentences present in the paragraph.

¶ 1 Decorations and Triples (“dec” or “trip” in margin or italics if typed) (3 pts each)

- | | |
|--|---------------|
| <input type="checkbox"/> One of the following per paragraph: question, alliteration, conversation, simile/metaphor, dramatic opening/closing, 3sss | _____ (3 pts) |
| <input type="checkbox"/> Triple extensions | _____ (3 pts) |

MECHANICS

- | | |
|--|--------------|
| <input type="checkbox"/> capitalization | _____ (1 pt) |
| <input type="checkbox"/> end marks and punctuation | _____ (1 pt) |
| <input type="checkbox"/> spelling and usage | _____ (1 pt) |
| <input type="checkbox"/> complete sentences | _____ (1 pt) |

Total _____/49

Unit 7: Cotton Balls Key Word Outline

Name: _____

Date: _____

SUBJECT

POSSIBLE TOPICS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

BRAIN QUESTIONS

who?
 what?
 when?
 where?
 why?
 how?
 senses (feel, see, hear, smell, taste?)
 problems?
 solutions?
 best?
 worst?
 normal?
 abnormal?
 value?
 significance?
 meaning?

I. Introduction

1. Attention getter (question, quotation, story, decoration)
2. Background
3. State 3 topics.

II. Topic A

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

Clincher

III. Topic B

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

Clincher

IV. Topic C

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

Clincher

V. Conclusion

1. Restate topics.
2. Most _____
3. Why

THINK

- Determine a subject.
- Think of and list possible topics.
- Choose three topics.
- Create the outline of the body paragraph by asking questions. Put answers in key words.
- You may use the five paragraph outline presented by Andrew Pudewa.

WRITE

- Write the essay from the inside out:
 - Write the three body paragraphs, following the topic-clincher rule.
 - Write the conclusion.
 - Write the introduction.
- Assemble the essay and revise using the checklist.

Unit 7: Cotton Balls Checklist

Name: _____

Date: _____

INSTRUCTIONS

Using your key word outline and the checklist, write a five paragraph essay on cotton balls. The essay will include an introduction, conclusion, and three body paragraphs.

STRUCTURE

- | | |
|--|----------------|
| <input type="checkbox"/> Name and date in upper left-hand corner | _____ (1 pt) |
| <input type="checkbox"/> Composition double-spaced | _____ (1 pt) |
| <input type="checkbox"/> Title centered and repeats 1–3 key words of final sentence | _____ (10 pts) |
| <input type="checkbox"/> Introduction includes attention getter, background information, and states three topics (bold or highlighted). | _____ (10 pts) |
| <input type="checkbox"/> Conclusion restates topics (bold or highlighted) and indicates which is most important , significant, interesting, dangerous, etc., and why . | _____ (10 pts) |
| <input type="checkbox"/> Body paragraphs only: Topic-clincher key words repeat/reflect (highlighted or bold). | _____ (15 pts) |
| <input type="checkbox"/> Checklist on top, final draft, rough draft, KWO | _____ (3 pts) |

STYLE Each paragraph must contain at least one of each element of style.

- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|---------------------|
| ¶ 1 | ¶ 2 | ¶ 3 | ¶ 4 | ¶ 5 | Dress-Ups (underline one of each) | (2 pts each) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -ly adverb (dual -ly adverbs) | _____ (10 pts) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <i>who-which</i> clause (invisible <i>w-w</i>) | _____ (10 pts) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | strong verb (dual verbs) | _____ (10 pts) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | quality adjective (dual adjectives) | _____ (10 pts) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | www.asia.b clause | _____ (10 pts) |

- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|---------------------|
| ¶ 1 | ¶ 2 | ¶ 3 | ¶ 4 | ¶ 5 | Sentence Openers* (numbered in margin or [brackets]) | (2 pts each) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | [1] subject | _____ (10 pts) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | [2] prepositional | _____ (10 pts) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | [3] -ly adverb | _____ (10 pts) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | [4] -ing opener | _____ (10 pts) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | [5] clausal (www.asia.b) | _____ (10 pts) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | [6] v.s.s. (2–5 words) | _____ (10 pts) |

* The number of sentence openers required depends on the number of sentences present in the paragraph.

- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|---------------------|
| ¶ 1 | ¶ 2 | ¶ 3 | ¶ 4 | ¶ 5 | Decorations and Triples | (2 pts each) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | One decoration per paragraph (italics or “dec”) | _____ (10 pts) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | One triple per paragraph ([trip] in text or margin) | _____ (10 pts) |

MECHANICS

- | | |
|--|---------------|
| <input type="checkbox"/> capitalization | _____ (4 pts) |
| <input type="checkbox"/> end marks and punctuation | _____ (4 pts) |
| <input type="checkbox"/> spelling and usage | _____ (4 pts) |
| <input type="checkbox"/> complete sentences | _____ (4 pts) |

Total _____/196

Unit 8: Elephant Essay Outline

Name: _____

Date: _____

INSTRUCTIONS

- Collect the paragraphs that you wrote for previous practicums: infrasound (Unit 2), kinds of elephants, (Unit 4), and the topic of your choice from Unit 6.
- Using the template below, create a key word outline for the introduction and conclusion.
- Using the checklist, write a 5-paragraph essay on elephants, updating the stylistic techniques used in the body paragraphs to match the checklist. You may need to revise some of the paragraphs written in earlier units to meet the requirements of the checklist.

I. Introduction

1. (attention getter) _____
2. (background info) _____
3. _____
4. (state 3 topics) _____
5. _____

II. Topic A: _____

III. Topic B: _____

IV. Topic C: _____

V. Conclusion

1. (restate 3 topics) _____
2. _____
3. (most significant/why, ⊗ “I”) _____
4. _____
5. _____
6. (closer repeats title) _____

Unit 8: Elephant Essay Checklist

Name: _____

Date: _____

GENERAL

- ☐ Name and date in upper left-hand corner _____ (2 pts)
- ☐ Composition double-spaced _____ (3 pts)
- ☐ Title centered; repeats 1–3 key words of final sentence _____ (5 pts)
- ☐ Paragraphs are of about equal length (7–8 reasonable sentences each). _____ (5 pts)

INTRODUCTION

- ☐ Attention getter or dramatic open/close _____ (10 pts)
- ☐ Time and place (historical background) established _____ (10 pts)
- ☐ Topics to be discussed (bolded) or thesis stated clearly (underlined) _____ (10 pts)

BODY

- ☐ Topic-clinchers repeat or reflect two to three key words (bolded). _____ (30 pts)

CONCLUSION

- ☐ Restate or revisit the topics (bolded) or thesis (underlined). _____ (10 pts)
- ☐ Indicate what is most significant and why it is the most important. _____ (10 pts)
- ☐ No “I” or “we” _____ (5 pts)
- ☐ Final sentence repeats 1–3 key words for the title. _____ (5 pts)

STYLE

- ☐ **Dress-Ups.** Underline one of each in every paragraph (1 pt each): _____ (30 pts)

-ly adverb or dual -lys (not first word)	quality adjective or dual adjectives (use thesaurus)
<i>who-which</i> or invisible <i>w-w</i>	www.asia.b word (not first word)
strong verb or dual verbs (use thesaurus)	no banned words
- ☐ **Sentence Openers.** Mark with brackets one of each in every body paragraph (1 pt each): _____ (30 pts)

[1] subject	[4] -ing opener
[2] prepositional	[5] clausal, (www.asia.b)
[3] -ly adverb	[6] vss: 2–5 words
- ☐ **Decorations.** In addition to the dramatic open/close, include at least one additional decoration in the intro or conclusion. (indicator: italics or “dec”) _____ (5 pts)
- ☐ **Advanced Style.** Include at least one in your essay: triple or teeter-totter. (indicator: italics or “trip” or “tt”) _____ (5 pts)

CITATION

- ☐ Bibliography correctly formatted _____ (5 pts)

MECHANICS

- ☐ capitalization _____ (4 pts)
- ☐ end marks and punctuation _____ (4 pts)
- ☐ spelling and usage _____ (4 pts)
- ☐ complete sentences _____ (4 pts)

Total _____/196

Unit 9: The Fox and the Crow Checklist

Name: _____

Date: _____

GENERAL

- | | |
|--|----------------|
| <input type="checkbox"/> Name and date in upper left-hand corner | _____ (2 pts) |
| <input type="checkbox"/> Composition double-spaced | _____ (2 pts) |
| <input type="checkbox"/> Title centered | _____ (1 pt) |
| <input type="checkbox"/> Paragraphs are of about equal length (7–8 reasonable sentences each). | _____ (10 pts) |

INTRODUCTION

- | | |
|---|----------------|
| <input type="checkbox"/> Attention getter or dramatic open/close | _____ (10 pts) |
| <input type="checkbox"/> Includes name of author and title of story | _____ (10 pts) |
| <input type="checkbox"/> Includes type of story, author, and story background information | _____ (15 pts) |

BODY

- | | |
|--|----------------|
| <input type="checkbox"/> 3 paragraphs total; follow Story Sequence Model (Unit 3). | _____ (30 pts) |
|--|----------------|

CONCLUSION

- | | |
|--|----------------|
| <input type="checkbox"/> Your opinion of the story: well written or not, like/dislike, and why. You may also include character development, style of writing, effect of story on reader. | _____ (20 pts) |
| <input type="checkbox"/> No “I” or “we” | _____ (5 pts) |
| <input type="checkbox"/> Final sentence repeats 1–3 key words for the title. | _____ (5 pts) |

STYLE

- | | | |
|--|--|----------------|
| <input type="checkbox"/> Dress-Ups. Underline one of each in every paragraph (1 pt each): | | |
| -ly adverb (not first word) | quality adjective or dual adjectives (use thesaurus) | |
| <i>who-which</i> or invisible <i>w-w</i> | www.asia.b word (not first word) | |
| strong verb or dual verbs (use thesaurus) | no banned words | _____ (30 pts) |
| <input type="checkbox"/> Sentence Openers. Mark with brackets—one of each in every paragraph (1 pt each): | | |
| [1] subject | [4] -ing opener | |
| [2] prepositional | [5] clausal, www.asia.b | |
| [3] -ly adverb | [6] vss: 2–5 words | _____ (30 pts) |
| <input type="checkbox"/> Decorations. Include at least one decoration in the introduction or conclusion: 3sss, simile or metaphor, alliteration, quotation, or dramatic open/close. | | _____ (5 pts) |
| <input type="checkbox"/> Advanced Style. Include at least one in your critique: triple or teeter-totter. | | _____ (5 pts) |

MECHANICS

- | | |
|--|---------------|
| <input type="checkbox"/> capitalization | _____ (4 pts) |
| <input type="checkbox"/> end marks and punctuation | _____ (4 pts) |
| <input type="checkbox"/> spelling and usage | _____ (4 pts) |
| <input type="checkbox"/> complete sentences | _____ (4 pts) |

Total _____/196

INSTRUCTIONS

Using the checklist, write a 5-paragraph critique using “The Fox and the Crow” outline that you created in Unit 3. Author information is provided on the next page.

AESOP BIOGRAPHICAL INFORMATION

What storyteller is so famous that any animal story with a moral is attributed to him? Aesop, of course.

Aesop's fables come to us from as early as the sixth century BC. Although Herodotus and Plutarch mention him in their writings, it is unclear if Aesop actually existed. His stories have been passed down to us through the storytelling tradition.

According to legend, Aesop was a slave who was owned by two different masters. Impressed with his wit and intelligence, the second owner awarded Aesop his freedom. Some accounts relate that, once free, Aesop traveled widely, telling his fables as he went. Others add that King Croesus of Lydia employed Aesop, and one of his missions resulted in his untimely death.

Whether a legend or not, over six hundred fables have been attributed to this famous person. Many translations of Aesop's stories are available online at aesopfables.com and gutenberg.org.

Aesop usually used animals as main characters. G.K. Chesterton surmised, "There can be no good fable with human beings in it." Thus, the tradition of Aesop's fables provides us with ready stories to teach our neighbor.

QUOTATIONS ABOUT AESOP'S FABLES

"They were among the first printed works in the vernacular European languages, and writers and thinkers throughout history have perpetuated them to such an extent that they are embraced as among the essential truths about human beings and their ways" (D.L. Ashliman).

"Aesop was such a strong personality that his contemporaries credited him with every fable ever before heard, and his successors with every fable ever told since" (Willis L. Parker).

"The popularity of Aesop is also shown by the fact that Plato records that Socrates decided to versify some of his fables while he was in jail awaiting execution" (Robert Temple).

"Aesop may have been a fiction like Uncle Remus: he was also, like Uncle Remus, a fact. It is a fact that slaves in the old world could be worshipped like Aesop, or loved like Uncle Remus. It is odd to note that both the great slaves told their best stories about beasts and birds" (G.K. Chesterton).

Bibliography

Aesop's Fables Online Collection. Star Systems. n.d. Web. 5 November 2014.

Jones, V. S. Vernon. *Aesop's Fables*. 1912. *Project Gutenberg E-book*. Web. 5 November 2014.

"Who is Aesop?" *University of Massachusetts*. UMassAmherst. Web. 5 November 2014.

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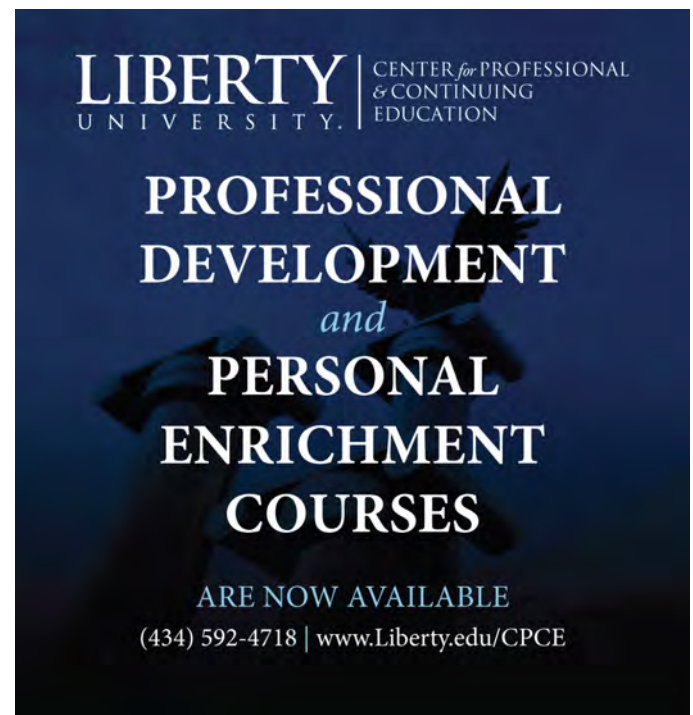
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Dr. Gary House is a former college professor with a passion for teaching writing, thinking, and communication skills to students of all ages. Dr. House earned a B.A. from Asbury University, an M.Div. from Asbury Theological Seminary, an M.A. from Trinity Evangelical Divinity School, and a Ph.D. from The University of South Carolina in Historical Foundations of Education.